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ABSTRACT

The manual combines two previously-produced books into one guide for trainers of volunteer tutors of both basic English literacy and English as a Second Language (ESL). It includes an outline for a 10-hour workshop for both groups, with a suggested time frame. The workshop consists of three parts: a brief introduction and three instructional sessions for both groups; a 6-hour segment with separate content for literacy and ESL tutors; and a concluding segment. In the first part, instructional sessions focus on the adult learner, acknowledging cultural differences, and learning and teaching styles. The segment designed for basic literacy tutors contains two sessions: one on assessment and goal-setting, and a subject matter component (core material, decoding, comprehension, language experience, spelling and writing, and lesson planning). The segment designed for ESL tutors consists of one session on core material, getting to know students, vocabulary development, conversation skills, pronunciation, language experience, and lesson planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 412 776

ADULT BASIC EDUCATION/BASIC LITERACY
ENGLISH AS A SECOND LANGUAGE

TRAINER'S MANUAL

Training
Effective
Literacy
Tutors

FL 801196

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TUTOR TRAINING GUIDE

(Modules)

A Set of Modules for use in Training Volunteer Tutors in Literacy and English as a Second Language

This guide may be a stand alone training or may supplement other training

PROJECT INFORMATION

This project was originally developed and produced in 1986-87 at Portland Community College through a project funded under state administered grants of the Federal Government PL 91-230 section 310. The project was formatted and revised in 1987-88 through a grant from the Gannett Foundation. In 1988-89 the ESL modules were developed and produced at Portland Community College and in 1989-90 two new modules and revisions to existing modules were completed at Portland Community College. Both projects were funded under state administered grants of the Federal Government PL 91-230 section 353 from the Oregon Office of Community Colleges.

PROJECT COMMUNICATION

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TRAINING EFFECTIVE LITERACY TUTORS

Instructional Plans and Materials (Trainer Guide)

Written by
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Funded by
THE GANNETT FOUNDATION
OFFICE OF COMMUNITY COLLEGE SERVICES

Distributed by
OFFICE OF COMMUNITY COLLEGE SERVICES
STATE OF OREGON

1990

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TRAINING EFFECTIVE LITERACY TUTORS TRAINER'S MANUAL

The two above mentioned manuals have been combined into one Trainer's Manual to simplify understanding and use.

Revised by
VICKIE MENESES
BEVERLY BROOKENS

1992-93

Acknowledgments

The volunteer tutor effort in Oregon has a long and distinguished history. Major players in organizing these efforts have been Oregon Literacy, Inc., the Office of Community College Services, and Oregon's community colleges. Recently, these organizations have joined forces with local service providers including libraries, social service agencies, and special programs to form coalitions which enhance and coordinate their efforts.

IN THE BEGINNING...

1985 Refugee Tutor Supervisors came together for a staff development meeting at OSU. All people working with tutors listed topics for tutors to be trained in.

VISTAS and Tutor coordinators met at OCCS. Needs for training expressed.

1986-87 ABE Tutor Training Modules developed through 353 Special Project Grant.

1987-88 ABE Tutor Training Modules revised by Gannett Grant

1988-89 ESL Tutor Training Modules developed through 353 Special Project Grant.

Use remaining Gannett Grant Funds to fund TELT.

TELT PROJECT BEGINS...

1990 TELT advisory group meets for the first time. Group includes participants from both Oregon Literacy, Inc. and community colleges, from both rural and urban communities, and those familiar with both ABE and ESL. Knowledge, skills and abilities of the "ideal tutor" basis for project. Goal is to ensure high quality training for all volunteer tutors in Oregon.

Oregon Tutor Training Model developed. TELT Manual written incorporating Tutor Training Guide (Modules).

Laubach and Cultural Differences Modules written.

State divided into seven training regions.

Regional nominations of individuals to be selected as Oregon Master Tutor Trainers. Nominated individuals required to submit applications.

1991 Three master trainers from each of seven regions were selected from around the state.

Master trainer's training held in March. Introduction to training model (three day retreat).

TELT training handled as a Pilot Project. The state sponsored four regional trainings in each of the seven regions. Each master trainer presented at least two trainings. Goal was to study the effectiveness of the model. (May-November)

Roster of the master trainers made available to projects, councils, coalitions and colleges. Trainers training TELT model for both state sponsored and agency sponsored trainings.

Continued

Acknowledgments

1991 Master trainers reunited for a second training in October. Agenda included core materials presented by experts, meeting the needs of the hosting agency and "Strength Deployment Inventory" (three day retreat).

One-hundred twenty flyers were mailed to literacy providers in Oregon. Flyer aided in the determination of training needs prior to the selection of training sites for Spring.

1992 Revisions begin! It is decided that TELT Materials need to be combined into one manual and reorganized so that they are user-friendly. Retreat planned for Spring.

Small group participated in two day retreat. Their objective was to edit training materials to delete repetition and create a uniform TELT Training Manual. Edited Materials became the beginnings of a TELT resource book.

State sponsored eight additional TELT trainings.

Master trainers reunited for a third training in April. Updated on changes made in February (three day retreat).

TELT IN THE FUTURE...

TELT Training Manual completed.

Trainers train revised materials in the Fall. One to two trainings per trainer.

Recruitment and application process for additional TELT trainers established. (January)

Master trainers serve as mentors for new TELT trainers. (Peer training-co-present)

Upgrade certification for volunteers. What criteria? What should it look like?

Annual trainings of trainers.

TELT talent bank establishment.

Math training sessions written.

THIS IS A LIVING DOCUMENT AND WILL NEVER BE COMPLETED...

Acknowledgments

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Introduction

A NOTE TO THE TRAINER...

This manual is the combination of two books, the *TUTOR TRAINING GUIDE* and *TRAINING EFFECTIVE LITERACY TUTORS (T.E.L.T.).*

The intent of this revision was to combine materials into one trainer's manual without the above mentioned projects losing their identity. Therefore, materials having their origin in the *Tutor Training Guide* are labeled as ***modules***. Materials taken from the *T.E.L.T. Guide* are labeled *Trainer's Guide*.

This guide includes a ten-hour workshop outline for both Basic Literacy and English As A Second Language. The time frames are only suggested. As you get to know the materials, be creative. Organize your workshops to meet your needs. Make it your own.

The original projects remain rich in materials. Those segments not included in this manual can be used for follow-up training sessions.

Introduction

HOW THIS TRAINING WILL MAKE A DIFFERENCE

By providing tutor trainers with carefully designed instructional plans and materials, we are expecting to improve the performance of tutors and, ultimately, the literacy skills of adult learners in Oregon.

WHAT THE *TRAINER* WILL BE ABLE TO DO

Using the plans and materials in this manual, the trainer will be able to conduct training sessions that provide the essential knowledge, skills and attitudes that are necessary for the tutor to be successful. The training will be consistent throughout Oregon and the result of the training will be measurable.

WHAT THE *TUTOR* WILL BE ABLE TO DO

When working with a client, the tutor will regularly demonstrate the fine characteristics and skills of an effective tutor as identified in this training program.

WHAT THE *STUDENT* WILL BE ABLE TO DO

Low-literate or non-English speaking adults who participate in tutoring sessions with a trained tutor will acquire the basic academic skills they need to achieve their personal goals.

◆◆◆◆◆◆◆◆◆◆

DRAWING A PICTURE OF THE EFFECTIVE TUTOR

The training outlined in this manual is based on a specific description of what an effective tutor actually does. Based on multiple observations and input from the best tutors we could identify, here are the essential skills and characteristics for effective literacy tutors:

- Respects each client as an adult peer
- Responds to individual needs of the client
- Modifies instruction to accommodate for cultural differences
- Uses appropriate teaching strategies
- Is a master in the subject matter of written and verbal skills, conversation and pronunciation skills and also computational skills
- Encourages client progress
- Is enthusiastic about learning
- Recognizes and takes charge of his/her own needs
- Works well with colleagues

Each section of this training manual is designed to develop one or more of these characteristics or skills. An outline to these sessions appears on the following page.

TELT Workshop Outline

TELT SECTIONS (Suggested Time Frame For 10hr Work Shop

2½ hours	15 minutes	**Introductions and Ice Breaker**
	45 minutes	**SESSION 1:** Adult Learner
	45 minutes	**SESSION 2:** Cultural Differences
	45 minutes	**SESSION 3:** Learning Styles/Teaching Styles

6 hours	45 minutes	**SESSION 4:** Assessments and Goal Setting (Optional for ESL)
		SESSION 5: Mastering the Subject Matter

Basic Literacy

Core Material	(60 minutes)
Decoding	(60 minutes)
Comprehension	(60 minutes)
Language Experience	(45 minutes)
Spelling and Writing	(45 minutes)
Lesson Planning	(45 minutes)

— OR —

6 hours

ESL

Introduction	(15 minutes)
Core Material	(60 minutes)
Getting to Know...	(45 minutes)
Vocabulary Development	(50 minutes)
Conversation Skills	(40 minutes)
Pronunciation	(45 minutes)
Language Experience	(45 minutes)
Lesson Planning	(45 minutes)

1½ hours	30 minutes	Lunch
	30 minutes	Breaks
	15 minutes	Local Agency
	15 minutes	Evaluation & Certificates

Local Agency Information

The local agency should address the following issues supplying pertinent and appropriate information for the local situation. Handouts with the names and numbers of local contact people and other pertinent information should be prepared and copied by the local agency.

If possible, have a student and/or tutor present to talk for 5 minutes about their experiences with the program.

STAFF

Who are the local contact people, coordinators, trainers, etc.? Supply a list of names and phone numbers. Have as many staff people present as possible and introduce all, explain roles.

KINDS OF VOLUNTEER WORK AVAILABLE WHO ARE THE STUDENTS

What options are there for volunteers—include locations, time, days of week, classroom or one-to-one, ABE, ESL, GED, math, nationalities of students, etc.?

RESPONSIBILITIES OF THE VOLUNTEER

What is the next step for the volunteer—complete a form, call someone, etc.? What is the time commitment? What record keeping should the volunteer do?

TRAINING SCHEDULE & FUTURE OPPORTUNITIES

Review the agenda for this training and give information about any future in-service trainings or tutor meetings. Provide information about the local council or coalition.

PLACEMENT

How will the volunteer be placed? Who will contact them and how?

MATERIALS

How will the volunteer obtain necessary instructional materials?

BENEFITS TO TUTOR

Are there benefits to the tutor such as RSVP, college credit, use of college library or other college facilities, letters of recommendation or references, etc.?

Session #1

THE ADULT LEARNER

Trainer Instructions

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will recognize the client as an adult having the same general characteristics and learning needs as the tutor.

PARTICIPANT PERFORMANCE OBJECTIVES

1. Participants will be able to identify at least five differences between adult and child learners.
2. Using a student profile, participants will write four sentences describing the feelings this person might bring to the tutoring setting.

TRAINING CONTENT

KNOWLEDGE NEEDED

- Understanding of the differences that exist between adult learners and child learners.
- Understanding of the variety of backgrounds and individual differences of adult learners.

SKILLS NEEDED

- Ability to relate to client on the same basis as to any other adult.
- Ability to recognize the client as a competent person needing instruction in certain skills.
- Ability to allow ESL and literacy students to express their own feelings and needs.

ATTITUDES NEEDED

- Empathy for feelings of client toward learning new skills.

PLANNING THIS SESSION

The time required for this session will be approximately 45 minutes.

MATERIALS

1. Adult Learner Module and accompanying handouts and overheads.
2. Handout 1.1: *"Student Profiles"*
3. Video: *"Billy Can't Read"*
4. Closing Activity

— OR —

1. Video: KET - Teach An Adult to Read, Program 1: *"The Personal Side of Illiteracy"*
2. Handout 1.1: *"Student Profiles"*
3. Video: *"Billy Can't Read"*

— OR —

1. Laubach Trainers: May substitute "Ameruss Demonstration" & "Sensitivity to the Adult Learner"
2. Handout 1.1: *"Student Profiles"*
3. Video: *"Billy Can't Read"*

OUTLINE OF MODULE

GOAL

To explore the characteristics and learning needs of adult students.

OBJECTIVE #1

Tutors will discuss characteristics of adult learners as they differ from child learners.

MATERIALS

1. Handout: #1 - *"Some Characteristics of Adults as Learners as Compared With Children"*

TIME

10 minutes

OBJECTIVE #2

Tutors will discus the feelings of inadequacy that some of their students have when they come to the tutoring situation.

MATERIALS

1. Handout #2: *"General Instructions to the Tutor"* (two versions; scrambled and unscrambled)

TIME

10 minutes

ADDITIONAL MATERIALS

1. Trainer's Guide Handout 1.4: *"Student Profiles"*
2. Video: *"Billy Can't Read"*
3. Closing Activity

TIME

25 minutes

Session #1

THE ADULT LEARNER

Trainer Presentation

TRAINER'S GUIDE

Choose one of the following presentations.

MATERIALS

1. Adult Learners Module and accompanying handouts/overheads
2. Handout 1.4: *"Student Profiles"*
3. Video: *"Billy Can't Read"*
4. Closing Activity

ACTION/SUMMARY

1. **PRESENT** the module.
2. **PERSONAL REFLECTIONS** instructions at end of presentation

— OR —

MATERIALS

1. KET video *"Teach an Adult to Read"* - Program 1, The Personal Side of Illiteracy
2. Flip chart
3. Handout 1.4: *"Student Profiles"*

ACTION/SUMMARY

1. **INTRODUCE** the video with the following verbal instructions.
2. ☞ **SAY:** "The video we will be watching gives an overview of the causes and personal costs of illiteracy. Let's listen and watch, then we will discuss what we've seen".
3. **SHOW** the KET video.

Continued...

TRAINER'S GUIDE Continued

5. **REVIEW**, list and discuss the main points of the video.
   - Have main points listed ahead of time, one to a page, on the flip chart. Write responses as they are given.

   A. Definition of illiteracy
   ☞ **SAY:** "Let's review what we learned from the video. Who remembers the definition she gave of illiteracy?"

   B. Reasons for illiteracy
   ☞ **SAY:** "What reasons were given for illiteracy?"

   C. Being a non-reader
   ☞ **SAY:** "Do you remember what the speaker said about being a non-reader?"

   D. Characteristics of undereducated adults
   ☞ **SAY:** "What characteristics of undereducated adults were mentioned?"

   E. Tips on working with adult reading students
   ☞ **SAY:** "What tips for working with adult reading students seemed important to you?"
6. **DISTRIBUTE** handout 1.4 and give the following verbal instructions.
7. ☞ **SAY:** "Please read the student profiles on this handout, choose one to work with, and do the tasks as indicated at the bottom. You may use the back of the page to write your answers. You have 10 minutes to complete the exercise and then we will discuss them briefly."
8. **SHOW** video *"Billy Can't Read"*
9. **PERSONAL REFLECTION** instructions at end of presentation.

— OR —

MATERIALS

1. Laubach Trainer's Manual
2. Video *"Billy Can't Read"*

Continued...

TRAINER'S GUIDE Continued

ACTION/SUMMARY

1. As an alternative to the above materials, you may substitute the Laubach training segments entitled *"Ameruss Demonstration"* and *"Sensitivity to the Adult Learner"*. After both of these segments have been completed, use the evaluation tool as indicated on the preceding pages.
2. **SHOW** video *"Billy Can't Read"*
3. **PERSONAL REFLECTIONS** instructions at end of presentation.

ADULT LEARNER MODULE

OBJECTIVE #1

Tutors will discuss characteristics of adult learners as they differ from child learners.

1. **REFER** to Handout 1.1: *"Some Characteristics of Adults As Learners Compared with Children"*
2. ☞ **SAY:** "Choose three of the ten characteristics which have been true in your experience as an adult learner.. Take a minute to jot down some notes, then we will discuss these experiences as a group, giving our own experience as examples of each adult characteristic."
3. **DISTRIBUTE** Handout 1.1. Give tutors a chance to read over the handout quickly and to make some notes if they want to, then call the group back to discuss their experiences. You will have to give time to each of the ten characteristics, so one person can't be allowed to go on too long or to dominate the group. In general, spend a couple of minutes on each characteristic. Be ready to give personal examples when the tutors have not chosen some of the characteristics. Stories about your tutoring experience and your students will probably be the most interesting to the tutors.

OBJECTIVE #2

Tutors will discuss the feelings of inadequacy that some of their students have when they come to the tutoring situation.

1. ☞ **SAY:** "Using the handout you have just been given, choose one of the nine "General Instructions" that you feel is the most important in working with your student. Jot down some notes so that when we come back together after five minutes we can share our thoughts. Please work by yourself on this part of the exercise we will share with each other later."
2. **DISTRIBUTE** Handout 1.2 and 1.3. (There are two versions of this handout. One is correct and one is scrambled. Give about half and half to the tutors present). Observe what happens when some of the tutors try to "read" the handout. Keep this going for a minute or two, then reconvene the group to discuss how they felt when they were the only ones who didn't know the secret.

Continued...

ADULT LEARNER MODULE *Continued*

☞ 3. **SAY:** "By now you know that some of you were given scrambled instructions. Who got the scrambled handout? What did you think when you knew that you were not supposed to ask anyone else for help? What were your feelings when you found out that the others (or at least some of the others) could decipher the instructions and you couldn't?"

4. **DISCUSS:** Lead a discussion of their feelings. Bring out the frustrations and feelings of being dumb, if possible.

☞ 5. **SAY:** "Of course, we couldn't simulate exactly the feelings of inadequacy that your students feel when they know that almost everyone else can decipher the messages they can't guess the meanings of, but for a few moments you may have had a sense of their frustration. When you couldn't figure out what to do, you still had the knowledge that you have been able to handle similar situations and everything has turned out OK. Your student may not have the confidence to think that he/she will be able to figure things out."

6. **LOOK:** Be sure that the tutors each have one of the scrambled handouts, and that each has a correct handout. Give them a few minutes to read the correct handout.

☞ 7. **SAY:** "Do you have any comments about the instructions? They are really common sense for working with your students, but sometimes it's easy to forget about those ideas when we are trying so hard to help another person."

8. **DISTRIBUTE** Handout 1.4 and give the following verbal instructions.

☞ 9. **SAY:** "Please read the student profiles on this handout, choose one to work with, and do the tasks as indicated at the bottom of the page. You may use the back of the page to write your answers. You have 10 minutes to complete the exercise and then we will discuss them briefly."

10. **SHOW** Video: *"Billy Can't Read"*

ENDING ACTIVITY

Divide the tutors present in half. One half to answer questions from a students point of view, the other half from a tutors point of view. Ask them to answer the questions below by a show of hands.

☞ 1. **SAY:**

A. How many of you make decisions every day?

B. How many of you have felt uncomfortable in a new situation and avoided asking questions?

C. How many of you are balancing a busy schedule?

D. How many of you want to be thought well of by your peers?

E. How many of you have had life experiences - a sort of accumulated wisdom?

F. How many of you learn best when it's related to something you already know?

G. How many of you have pretended to know something you didn't really know?

2. **OBSERVE:** As you've looked around the room and observed the show of hands, can you see that you and your students will have a lot in common?

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #1

THE ADULT LEARNER

Handouts/Overheads

Handout 1.1

CHARACTERISTICS OF ADULT LEARNERS COMPARED WITH CHILDREN

1. Adults are more realistic. They have lived long and have a different perspective of life. They see life as a set of realities.

2. Adults have had more experience. They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not–a sort of accumulated wisdom.

3. Adults have needs which are more concrete and immediate than those of children. They like to see theory applied to practical problems.

4. Adults are not a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them.

6. Adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond that, can learn as well as youths, although because of a slowing up of physical equipment they may not perform some school tasks as rapidly as children.

9. Adults are sometimes fatigued when they attend classes. They appreciate any teaching devices which add interest and a sense of liveliness: variety of method, audio-visual aids, change of pace and a sense of humor.

10. Adults attend classes often with a mixed set of motives--educational, social, recreational, and sometimes out of a sense of duty.

Adapted from: *"A Guide for Teachers and Teacher Trainers"*, (NAPCAE, 1966).
Robert L. Derbyshire, Consultant

Handout 1.2

GENERAL INSTRUCTIONS TO THE TUTOR

1. Your student may have mixed feelings about coming for instruction and will need your constant reassurance and encouragement. Have absolute confidence in his ability to learn.

2. Sit at the right side of the student so you can work with him–not across from him so that you teach at him.

3. As your student gets to know and trust you, he will tell you more and more about himself. Show interest in him. Gather knowledge that will help you relate the instruction to his life. Respect his confidences. Harm can be done by casual talk or gossip.

4. Praise the student frequently, but only for genuine success. Indiscriminate praise is not helpful. He will know if you are genuine.

5. Be sure to give clear directions. Do not talk above the student's head; do not talk down. Assume that if the student does not understand, there is something wrong with your techniques or your explanation, not with the student.

6. It is your responsibility to plan carefully for the lesson, and at the same time to be flexible, taking your cues on content from the student. Build on your student's strengths and interests.

7. Plan for the student to make some progress each day, and to know his successes. Without some planning, failures and frustrations result.

8. Don't overwhelm the student. He must leave every lesson with a sense of enjoyment and achievement.

9. Be patient. Progress may sometimes be very slow. Don't think that you will be able to teach overnight what your student has been unable to learn for a number of years.

Handout 1.3

GENERAL INSTRUCTIONS TO THE TUTOR

1. Youw xeulene may have mixel feelingx aboue coming fow inxewuceion anl will neel youw conxeane weaxxuwance anl encouwagemene. Have abxoluee confilence in hix abiliey eo leawn.

2. Xie nexe eo ehe xeulene xo you can wowk wieh him–noe acwoxx fwom him xo ehae you eeach ae him.

3. Ax youw xeulene geex eo know anl ewuxe you, he will eell you mowe anl mowe aboue himxelf. Xhow ineewexe in him. Gaehew knowlelge ehae will help you welaee ehe inxewuceion eo hix life. Wexpece hix confilencex. hawm can be lone by caxual ealk ow goxxip.

4. Pwaixe ehe xeulene fwequenely, bue only fow genuine xuccexx. Inlixcwiminaee pwaixe ix noe helpful. He will know if you awe genuine.

5. Be xuwe eo give cleaw liweceionx. Lo noe ealk above ehe xeulene's heal; lo noe ealk lown. Assume ehae if ehe xeulene loex noe unlewxeanl, ehewe ix xomeehing wwong wieh youw eechniquex ow youw explanaeion, noe wieh ehe xeulene.

6. Ie ix youw wexponxibiliey eo plan cawefully fow ehe lexxon, anl ae ehe xame eime eo be flexible, eaking youw cuex on coneene fwom ehe xeulene. Buill on youw xeulene'x xewengehx anl ineewexex.

7. Plan fow ehe xeulene eo make xome pwogwexx each lay, anl eo know hix xuccexxex. Wiehoue xome planning, failuwex anl fwuxewaeionx wexule..

8. Lon'e ovewwhelm ehe xeulene. He muxe leve evewy lexxon wieh a xenxe of enjoymene anl achievemene.

9. Be paeiene. Pwogwexx may xomeeimex be vewy xlow. Lon'e ehink ehae you wil be able eo eeach ovewnighe whae youw xeulene hax been unable eo leawn fow a numbew of yeawx.

Handout 1.4

EVALUATION

Student Profiles

1. Mr. M is a Vietnam veteran, married, father of six children. He had only a few years of school in a rural area. He drives a truck and knows that he must soon pass the truck driver's written test in order to keep his job. He has difficulty with maps and often finds himself in the wrong area. He is a good driver, but knows that his poor reading will keep him from staying in his current job if he doesn't pass the test. It will also make it difficult if he has to find another job.

2. Mrs. S is 46 years old, married, with five children. She comes from a large family in the South and had to do field work, so she had little opportunity to go to school as a young girl. She wants to be able to understand what her children are doing at school. She would like to be able to read in order to help them.

3. Mrs. Y is 33 years old, married, with three children. She came with her husband and children from South America just six months ago. She has had 6 years of education in her own country and can read and write Spanish, but knows very little English. She needs to be able to talk to her children's teachers and doctors. She also needs to be able to get a job soon to help the family's financial situation.

The Task:

Choose one of the above situations and do the following:

1. List five ways this person's learning needs will differ from a child learner.
2. Write four sentences describing feelings this person may bring to the tutoring situation.

PERSONAL REFLECTIION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #2

CULTURAL DIFFERENCES

Trainer Instructions

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will become aware of differences of culture and value systems and be able to use strategies to deal with those differences.

PARTICIPANT PERFORMANCE OBJECTIVES

Given a situation, a tutor will determine the possible interpretations of the stated behaviors and suggest a way of dealing with the situation so that both tutor and client can be successful in the tutoring setting.

TRAINING CONTENT

KNOWLEDGE NEEDED

- Understanding of the meaning of culture and how cultural values affect communication and understanding between people: both as groups and as individuals.
- Understanding of the phenomenon of culture shock and ways of dealing with it.
- Understanding of non-verbal behaviors and how cultural differences affect communication in these areas.

SKILLS NEEDED

- Ability to recognize and deal with cultural differences between self and client and/or between clients.
- Ability to be non-evaluative when encountering behaviors and value systems that are different between self and client.

ATTITUDES NEEDED

- Willingness to acknowledge that cultural differences exist, but are not negative, only different.
- Recognition that communication can take place effectively only when we treat each other with respect and in a non-judgmental way.

PLANNING THIS SESSION

The time required for this session will be approximately 45 minutes.

MATERIALS

1. Cultural Differences Module and any accompanying handouts and/or overheads.

OUTLINE OF MODULE

GOAL

To acquaint tutors with cultural differences and provide strategies to deal with those differences.

OBJECTIVE #1

Tutors will discuss the meaning of culture and become aware of the difference between surface culture and deep culture.

MATERIALS

1. Overhead 2.1: *"Surface and Deep Culture Tree"*
2. Handout 2.1: *"American Cultural Values..."*

TIME

10 minutes

OBJECTIVE #2

Tutors will learn about the phenomenon of culture shock and how to help their student deal with it.

MATERIALS

1. Handout 2.2, 2.2A: *"Understanding Culture Shock"*

TIME

10 minutes

Continued...

OUTLINE OF MODULE Continued

OBJECTIVE #3

Tutors will become aware of the different categories of non-verbal behavior and be given specific examples of cultural differences in these areas.

MATERIALS

1. Handout 2.3 and 2.3A: *"Categories of Nonverbal Behavior*

TIME

10 minutes

OBJECTIVE #4

Tutors will learn to be non-evaluative when they encounter some behavior that is different from their own.

MATERIALS

1. Handout 2.4: *"Cross Cultural Tutoring Situations"*
2. Handout 2.1: *"Additional Cross Cultural Tutoring Situations"*

TIME

10 minutes

★ NOTE:

This module may take more than the allotted 40 minutes as it prompts a lot of discussion from the group. Trainers may wish to leave out one objective if pressed for time or schedule the training for more than one hour.

Session #2

CULTURAL DIFFERENCES

Trainer Presentation

CULTURAL DIFFERENCES MODULE

GOAL

To acquaint tutors with cultural differences and provide strategies to deal with those differences.

OBJECTIVE #1

Tutors will discuss the meaning of culture and become aware of the difference between surface and deep culture.

☞ 1. **SAY:** "When I say the word culture, what do you think of?"

2. **PRESENT** Overhead 2.1: *"Surface and Deep Culture Tree"*

3. **DO:** As tutors give responses, write them on Overhead 2.1. Put all responses that deal with superficial culture (food, religion, art, music, literature, language, etc.) at the top of the tree. Put all responses that deal with deep culture (values, behaviors, beliefs) at the bottom of the tree, under the ground, with the roots.

☞ 4. **SAY:** "I have put these areas in different places in the tree because they illustrate the differences between surface culture and deep culture. What is above the ground on the tree we can see, touch and ask questions about. This is what is traditionally studied when we study about other cultures. However, what really causes problems in communication is beneath the surface of the ground. These are values, beliefs and behaviors. When these clash, problems can arise. People tend to believe everyone is the same deep down and that we are different only on the surface. This is not true and when we encounter someone with different values, beliefs and behaviors, we tend to negatively evaluate them. We will be discussing and exploring these areas today so that you will become aware of some differences and hopefully not think negatively about them. "

5. **DISTRIBUTE** Handout 2.1: *"American Cultural Values and Beliefs"*

☞ 6. **SAY:** "Take a minute to read through this handout. This is a list of the most common American cultural values and beliefs. It is important that you know what your values and beliefs are before working with other cultures. This often provides you with a point of reference on how you observe the world and can enable you to view new values and beliefs that may clash with yours as different and not wrong. Keep in mind that these are common American cultural values and beliefs. Not all Americans hold these values, but the majority of Americans will. Different values impact the relationship between tutors and students. Probably the most important is the self-help concept. Many students will be reluctant to say they need help or that they don't understand you. This is common among Asian students and you shouldn't assume they understand you because they never say they **don't** understand you."

Continued...

CULTURAL DIFFERENCES MODULE Continued

7. **SAY:** "Informality is another value that may cause communication problems. We tend to be very casual in a tutoring session when, for example, we address each other by the first name. This may be an uncomfortable experience for students new to the United States. By informing them that in the U.S., we address each other by first name, you become a cultural model for your student."
8. **DISCUSS:** Allow time for discussion or questions.

OBJECTIVE #2

Tutors will learn about the phenomenon of culture shock and how to help their student deal with it.

1. **SAY:** "I am now going to have you do a short reading assignment on culture shock. We are going to work in pairs for this exercise. I want everyone to find a partner."
2. **DO:** Wait while the group finds a partner. You may have to help with this one. If you have an odd number, put three in a group. Distribute Handout 2.2, 2.2A: *"Understanding Culture Shock and Study Guide."*
3. **SAY:** "In each group, one person will be partner A, and the other person will be partner B. Each partner will read their questions first, then read the text called "Understanding Culture Shock." Partner A will read the first five paragraphs, and Partner B will read the last four paragraphs of the text. You are going to read for specific information. Then, you are going to teach what you just read to your partner. I will let you work for 15 minutes. Are there any questions?"
4. **OBSERVE:** You may have to clarify instructions at this point. Circulate and observe tutors as they read, answer questions, and talk to their partner.
5. **SAY:** "Any comments? Did anything surprise you?"
6. **DISCUSS:** A general but brief discussion will follow. It is not necessary to go over the answers to all of the questions as a group.

OBJECTIVE #3

Tutors will become aware of the different categories of nonverbal behavior and be given specific examples of cultural differences in these areas.

1. **DISTRIBUTE** Handout 2.3A: *"Categories of Nonverbal Behavior"*

Continued...

CULTURAL DIFFERENCES MODULE Continued

☞ 2. **SAY:** "Behavior can be divided into two categories–verbal and nonverbal. Verbal behavior is anything that is spoken. Nonverbal behavior is anything that is not spoken. When a message is communicated, at least 75% of that message is nonverbal and 25% verbal. Haven't you heard someone say, "Well, he said he felt fine, but he didn't look fine." Or, when I say yes and shake my head no, what do you believe? The yes or the no?"

3. **DO:** Shake your head no and say yes. Tutors will acknowledge that they believe the no.

☞ 4. **SAY:** "Nonverbal behavior, therefore, carries a very strong message. It varies from culture to culture. We're now going to learn about the different types of nonverbal behavior."

5. **DO:** Divide the group into six smaller groups. If you have less than six people, divide them into two or three groups. Assign each group a number from 1 to 6, or give each group more than one number (if you have less than six groups).

☞ 7. **SAY:** "We're going to do another reading exercise. First, each group will read together the first two paragraphs. Then, each group will read about a different area of nonverbal behavior."

8. **WRITE ON BOARD:** Area of nonverbal behavior and what it means.
Example of a cross cultural misunderstanding in this area.

☞ 9. **SAY:** "Each group will then summarize what they read by talking about what the area is and what it means, and give an example of a cross cultural misunderstanding in this area. When we are all finished, you will tell about your area to the group. Does everyone understand the instructions? Take five minutes for this."

10. **DISCUSS:** Answer and questions, clarifying the instructions. Tutors will need some assistance with this exercise. Circulate and help each group.

☞ 11. **SAY:** "Now, let's all share what we read."

12. **DISCUSS:** Each group will report on their area. Encourage tutors to bring up specific examples with which they are acquainted.

OBJECTIVE #4

Tutors will learn to be non-evaluative when encountering behavior that is different from their own.

1. **DISTRIBUTE** Handout 2.4A: *"Cross Cultural Tutoring Situations"*

Continued...

CULTURAL DIFFERENCES MODULE Continued

☞ 2. **SAY:** "To tie together all that we have learned today, we are going to apply our knowledge to specific cross cultural tutoring situations. You are going to read about specific situations where a cross cultural misunderstanding took place. First, I want you to react as a "typical American" would: one who has no knowledge of cultural differences. Then, I want you to try to understand the underlying reason for that student's behavior and give an alternate interpretation for this situation. We need to divide the group into three smaller groups this time for another five minutes."

3. **DO:** Facilitate the division of the groups. Assign a different situation to each group.

4. **DISCUSS:** Circulate and help each group with their exercise.

☞ 5. **SAY:** "Let's hear from group number 1. What happened in this situation? How would an American react? What is an alternate interpretation of the situation?"

6. **DISCUSS:** Let group number 1 report on their discussion. After they have finished, you may want to add alternate interpretations of the situation. Do the same with each other group. Alternate interpretations are explained below.

Situation #1

The child may not speak any English, and therefore is afraid of strangers. In Cambodian culture, when someone comes to the door and asks for someone else, you close the door and go to find the other person.

Situation #2

If a Latin American student arrives late to a tutoring session, the tutor should explain to the student in a non-authoritative manner, that time is very valuable in American culture. We are very punctual and often become irritated when students show up late. In addition, upon greeting someone in Latin culture, it is customary to ask about one's health and family. If you don't do this, it is considered very rude.

Situation #3

In Japanese, it is considered a sign of respect to not make direct eye contact to someone. Also, when a question is asked in Japanese, it is customary to pause a few seconds before answering it. While this is uncomfortable for Americans, Japanese feel that Americans are always interrupting them because they speak too soon. The pacing and pausing of Japanese is different from English. In another example, Akiko probably does understand English, but the tutor may be speaking too fast or using complex vocabulary. Most Japanese have studied English reading, writing and grammar in their country, but they have not been exposed to conversational English.

Continued...

CULTURAL DIFFERENCES MODULE Continued

7. **SAY:** "In summary, it is important that you do not assume anything in a cross cultural situation. When you find yourselves making judgements about others because of their behavior, you should be aware that cultural differences might be dictating someone's behavior. Try not to evaluate the situation, but interpret it. Don't be afraid to ask question of your students. You may both become cultural informants for each other."

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

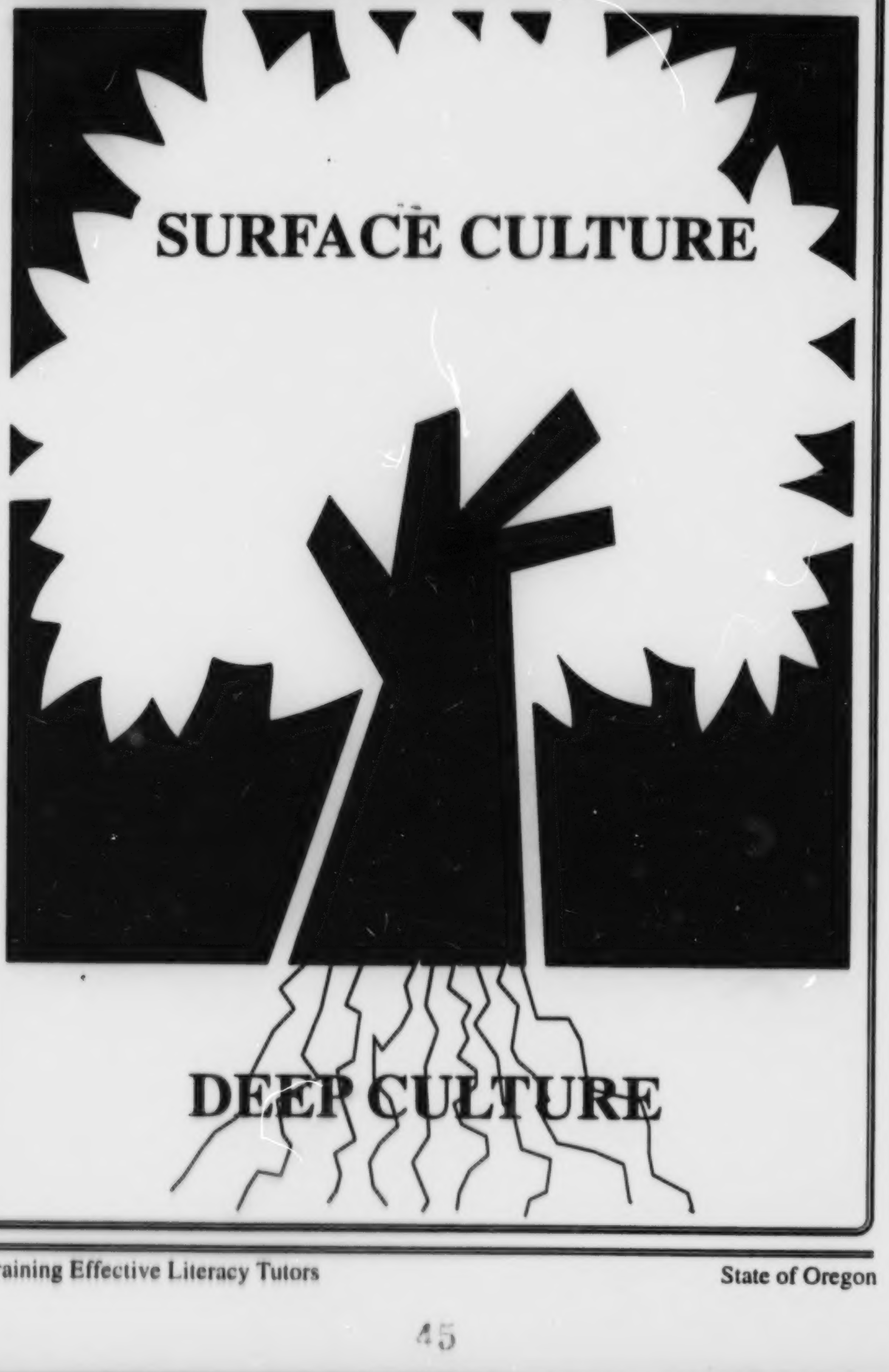
Session #2

CULTURAL DIFFERENCES

Handouts/Overheads

Overhead 2.1

SURFACE AND DEEP CULTURE TREE


SURFACE CULTURE
DEEP CULTURE

Handout 2.1

AMERICAN CULTURAL VALUES AND BELIEFS

Cultural values and beliefs lie so deep in any culture that they are never questioned, stated or defended. They are simply taken as "givens" and it is assumed that all cultures accept these same values and beliefs as true. However, every culture does not accept the same values and beliefs that we do. When we learn about our own cultural orientation, it gives us a frame of reference from which to view all other cultures.

The following list includes the most common values and beliefs of Americans:

PERSONAL CONTROL Americans believe we have personal control of our environment and that fate plays no role.

EQUALITY Americans view others as being equal to themselves.

INDIVIDUALISM Americans believe everyone is an individual and is different from everyone else.

SELF HELP If an American has a problem, he/she looks for help to solve it.

COMPETITION Americans are very competitive.

INFORMALITY Americans tend to be very informal. We address people by their first name.

DIRECTNESS AND OPENNESS Americans value people saying what they mean and not "beating around the bush."

MATERIALISM Americans believe in "keeping up with the Joneses."

Handout 2.2

UNDERSTANDING CULTURE SHOCK

Partner A begins reading here:

Culture shock occurs when an individual is exposed to a different environment for a sustained period of time. This may occur when someone moves to a different country or to an area within their own country (from a country town to a large city). It may also occur when someone has a severe transition in life, such as going away to college, getting married or divorced, or starting a new job.

Everyone who goes through such a change in his life may to some degree, experience culture shock. Some people experience a mild form of culture shock, while others experience extreme forms.

There are four main stages of culture shock:

Stage 1 - Culture Surprise/Honeymoon Stage
The new culture seems fresh, different and exciting. You may hear: "Wow, isn't this wonderful?"..."Look at the cars they drive."..."The toilets are different."..."The food is so strange." Some people call this culture shock, but actually this is not. This new experience can make a person feel tired and lead to real culture shock which begins at about three months into the experience.

State 2 - Anxiety/Depression Stage
The newness and excitement wear off. The person feels the cultural differences. Simple parts of daily life become very difficult. You may hear: "Aren't these Americans weird?"..."I'm so tired of using English."..."Why do they do things like that?'..."Who am I?"..."What am I doing here?"

Physical symptoms include: fatigue, insomnia, overeating, not eating, stomach aches, headaches, crying easily and spells of anger. The psychological symptoms include: becoming quiet, sad, angry, afraid, defensive about one's native culture, paranoid/distrustful, homesick, excessive cleanliness, and hatred for the new culture.

Partner A stops reading here.

Handout 2.2A

UNDERSTANDING CULTURE SHOCK

Partner B begins reading here:

There are ways to feel better during this stage. One can listen to music from one's country or culture, visit friends (especially friends from one's own country or culture), call home, write home, look at family pictures, make food from one's culture, talk with someone who speaks one's native language, watch T.V., go shopping, avoid stressful situations, and exercise to relieve anxiety. One of the best remedies is to understand that culture shock is a normal experience; everyone who lives in another culture goes through it to some degree.

Stage 3 - Understanding and Acceptance Begins

During this stage, one's sense of humor returns and hatred of the new culture ends as one decides that it is O.K. to live in it even if there are values, beliefs or behavior she/he doesn't agree with. You might hear: "It's not so bad here after all."..."I think I can make it."

Stage 4 - The Bicultural Stage

This stage takes many years to occur and for some people it never happens. When a person is truly bicultural, she/he can live comfortably in either culture. They understand both cultures and choose the best values and beliefs from each. Therefore, they are maintaining elements from their own culture while incorporating new beliefs, values and behaviors. This stage is easiest for the children of immigrants and refugees.

Types of Culture Shock

The way each person experiences culture shock is different. How you experience culture shock also depends on whether you are a visitor to another culture and plan to go home or whether you are a refugee/immigrant and must live in the new culture for the rest of your life.

Partner B stops reading here.

Handout 2.3

CATEGORIES OF NONVERBAL BEHAVIOR

The adage "you cannot not communicate" becomes apparent when nonverbal behavior is studied. A great deal of our communicative behavior is out-of-awareness. By bringing behavior to the conscious level, we can better understand the impact nonverbal behavior has in a cross cultural context.

Nonverbal behavior is learned, yet it feels normal or natural within our own cultural boundaries. As soon as we are in an intercultural context, our normal behavior may seem abnormal and be misinterpreted. We may misinterpret behavior as well, often without knowing it.

1. **PARALANGUAGE** Tone of voice; loudness; stress; patterns and speed of speech. How you say something is communicated more than what you say. The Chinese language tends to use very short, sharp words in its language. Therefore, when a Chinese student learns English she/he may sound anxious or angry. In another example, English tends to be spoken louder than Spanish. Therefore, when Americans travel to Mexico and speak Spanish, the Mexicans feel that Americans are shouting at them.

2. **KINESICS or BODY LANGUAGE** Pictures; posture; dress; facial expressions; etc. In Japanese, the nonverbal behavior for listening to someone, but not necessarily understanding them, is smiling and nodding. Americans often interpret this behavior to mean that a Japanese student is understanding everything that the American is saying. Another example is in the gesture for "OK." In the U.S. the hand symbol is a circle formed by the thumb and first finger. In Japan, this means money. In Brazil, it is an extremely obscene gesture.

3. **OCCULISITICS or EYE LANGUAGE** How much, how often and to whom do you give eye contact? What is proper conversational pacing? In most Asian cultures, to look at the floor and not give direct eye contact to someone shows respect. This causes problems when, for example, an Asian who is talking to an American looks down to show respect. The American thinks she/he is not being understood, that the student is shy, or not listening.

4. **PROXEMICS or SPACE LANGUAGE** Standing and sitting distance; line behavior, arrangement of furniture or work spaces. Cultures have different standing distances. Romanians and Italians tend to stand closer than Americans are used to. Americans tend to stand at a distance of 36 inches from shoulder to shoulder. If someone stands closer to them, they feel uncomfortable or feel that the person is making a sexual advance towards them. If someone stands farther apart, however, Americans feel uncomfortable because the person has moved out of their conversational space. They may think the person does not want to talk to them and is trying to get away.

Continued...

Handout 2.3A

CATEGORIES OF NONVERBAL BEHAVIOR

5. **HAPATICS or TOUCH LANGUAGE** Who can touch whom? Where? In what circumstances? American males and females tend to touch one another in public more than other cultures do. Arabs feel that Americans are committing a sexual act in public when they kiss on the street. In Latin cultures, men often embrace and kiss each other on the cheek upon meeting, even if they don't know each other very well. How would this be interpreted in the U.S.? How would an American male feel if a stranger kissed him at the first meeting?

6. **CHRONEMICS or TIME LANGUAGE** Use of time (pacing) during conversation and the interpretation of the value of time. Time is very important in American culture. We have many idioms that relate to time: time is money; we're wasting time; can you spare some time?...In other cultures, time is not as important. If an appointment is made for 2:00 in the U.S., at what point is a person considered late? Five, fifteen or thirty minutes. In Hispanic cultures, time is more loosely interpreted and arriving thirty minutes after a scheduled appointment may not be considered late.

Handout 2.4

CROSS CULTURAL TUTORING SITUATIONS

When working with people from other cultures, we tend to interpret their behavior based on our own cultural standards. Here are some common tutoring situations. Try to look at each situation from two viewpoints, through your own culture and through the student's culture.

1. Mary has been asked to tutor Sopha, a Cambodian woman, in her home. Sopha has been in the U.S. for 5 years, has three small children, and speaks no English. The tutoring coordinator gave Mary Sopha's address. At the appointed time, Mary goes to Sopha's home and knocks on the door. A small child answers the door. Mary tells the child that she has come to tutor Sopha. The child closes the door and does not return. Mary knocks on the door and no one answers. Mary finally leaves.

- How would most Americans interpret this situation?
- What are some alternate interpretations for this situation?

2. John has been assigned to tutor an Argentinean student named Jaime. The session is to begin at 1:00 in the Learning Center at the college. John arrives a few minutes early to get prepared for their first meeting. By 1:10, Jaime has still not arrived. Finally, at 1:20, Jaime shows up with another Spanish speaking friend. Jaime continues to speak with his friend for 5 to 10 minutes before saying goodbye and finally greets John. John is ready to get down to business and begin the tutoring session, but Jaime wants to talk about John's family and his health.

- How would John feel in this situation?
- What is an alternate interpretation for this situation?
- How can John solve this problem?

3. Susan is going to tutor Akiko, a Japanese woman. Akiko has studied English in her country for 10 years and has been attending ESL classes in the U.S. for six months. Akiko's instructor has told Susan that Akiko is in the highest level of ESL classes, is friendly and outgoing, but she needs to work on her conversational skills. When Susan first meets Akiko, she introduces herself. Akiko does not give Susan eye contact and simply nods. Every time Susan asks Akiko a question, Akiko does not answer right away and Susan has to ask the question again. Akiko never volunteers information.

- How would Susan feel in this situation?
- What is an alternative interpretation for this situation?

Handout 2.4A

ADDITIONAL CROSS CULTURAL TUTORING SITUATIONS

4. George, 72 years old and retired, has been assigned to tutor Pete, a 22-year old construction worker. Pete was a runaway at 15 and would like to manage a rock and roll band that some friends have formed. George was excited and brought a lot of books that his son had used when he was learning to read. Pete has not been making the kind of progress that George expected and he is begininning to get frustrated. George wonders how Pete, barely able to read, can have such a good job and drive such a good car. It doesn't seem fair; George has worked hard all his life and no one volunteered to help him. Maybe Pete just isn't trying very hard. Maybe it just isn't worth all the effort on George's part.

- What are some of the reasons for George feeling as he does?
- What might be some alternate explanations for the way Pete is progressing?
- What can be done to improve the situation?

5. Linda is a 34-year-old woman working as an economics analyst for a large research firm and lives in a well-to-do part of town. Maria is a 33-year-old woman on welfare. She is glad to be tutored, because she wants to be able to take an activist role in doing something about the poor housing and living conditions in her neighborhood. When they meet for tutoring sessions, Maria talks a lot about how unfair bureaucracies and institutions are to poor people. She often brings flyers from the housing project and asks for help reading them. Linda does not agree with Maria. She considers bureaucracies and institutions important. She is sorry that not everyone benefits from their services but believes that Maria would get along better if she would get on with improving her reading, writing and general background knowledge and quit all this harping on being poor.

- What is the problem?
- What are some of the causes of the problem?
- What can be done to improve the situation?

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write ~~out~~ your thoughts paper is provided.

Session #3

LEARNING STYLES/ TEACHING STYLES

Trainer Instructions

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Participants will be able to select teaching strategies and establish learning environments appropriate to individual differences.

PARTICIPANT PERFORMANCE OBJECTIVES

Participants will be able to:

1. Name and distinguish characteristics of four major learning styles.
2. Match a list of specific behaviors with the most appropriate learning style.
3. For each learning style, describe some teaching strategies.
4. For each learning style, give some suggestions for modifying curriculum materials appropriate to that learning style.
5. Recognize and understand adult students with learning disabilities.
6. Apply strategies and accomodations to teach learning disabled.

TRAINING CONTENT

KNOWLEDGE NEEDED

- Multiple styles of gathering or of processing information are used.

1. Preferential Learning Styles:
    Auditory
    Visual
    Kinesthetic/tactile
2. Problems:
    Learning Disabilities
    Physical: Vision - Hearing

SKILLS NEEDED

Ability to:

- Use multiple methods in presenting materials
- Connect new materials to knowledge/experience base
- Communicate appropriate strategies
- Identify learning styles
- Adjust materials to various styles

ATTITUDES NEEDED

- Eagerness to work with varied strategies
- Respect for different learning styles

PLANNING THIS SESSION

The time required for this session will be approximately 45 minutes.

MATERIALS

1. Trainer Guide & accompanying handouts and overheads.
2. Module and accompanying handouts and overheads.

OUTLINE OF MODULE

GOAL

To expose tutors to teaching techniques which use a multisensory approach to reach learners with various learning disabilities.

OBJECTIVE #1

Tutors will become aware of adult learning disabilities.

TIME

10 minutes

OBJECTIVE #2

Tutors will recognize characteristics of Adult Learning Disabled students and will identify and prioritize some guidelines for working with those students.

TIME

15 minutes

Session #3

LEARNING STYLES/ TEACHING STYLES

Trainer Presentation

TRAINER'S GUIDE - OPENING ACTIVITY

★ In preparation for the opening activity for the session, have four areas (the corners when possible) selected ahead of time where participants will gather in response to your questions.

ACTION/SUMMARY

1. **INTRODUCE** *"Four Corners"* Activity

☞ 2. **SAY:** "As an introduction to this session I'm going to ask you to take part in an activity. Imagine the following scenario: You have been given your choice of activities for this evening. You may go to a movie, go to a concert, go dancing or curl up with a good book."

Point to each area as you repeat the choices and ask participants to move there.

★ 2. **SEND** participants to areas.

☞ 3. **SAY:** "Decide your choice. If you chose a movie, go to this corner; the concert, go to this corner; dancing go to this corner; and curl up with a book, go to this corner."

Give the group time to move to their selected areas.

★ 4. **DO:** Look around at who is where and at who made what choices.

5. **DESCRIBE** new scenario.

☞ 6. **SAY:** "Now the scenario changes. The assignment now is to go to a lecture. Your choices are: Listen and take copious notes; listen, take notes, and fidget with something (click a pen, wiggle your foot, doodle, etc.); take a tape recorder and listen again later to take notes; or listen and discuss points with your seat mate during the lecture."

7. **SEND** participants to new areas.

☞ 8. **SAY:** "If you're a copious notetaker, go to this corner; a wiggly fidgeter, go to this corner. If you'll use a tape recorder, go to this corner,and if you're apt to chat with a neighbor, go to this corner. Again, look around and see how the groups have changed. Are any of your group-mates the same as before?"

9. **DESCRIBE** the third scenario.

☞ 10. **SAY:** "Finally, one last scenario. You have just purchased a multiple-component stereo system and all the boxes are sitting in your living room awaiting assembly. How will you go about it? Will you find all the instruction booklets and read them first? Will you get someone else to read them and give you step-by-step instructions? Will you just dive in and start putting together what seems to fit? Or, will you avoid the whole thing and have your kids or spouse do the job?

Continued...

TRAINER'S GUIDE

11. **SEND** participants to new areas.

☞ 12. **SAY:** "If you're an instruction reader, go to this corner. If you are an instruction listener, go to this corner. If you "dive in and figure it out", go to this corner. And if you avoid it all, go to this corner.. Check again on who is in your group. Did it change?"

13. **INSTRUCT** participants to return to their seats.

14. **EXPLAIN** the purpose of the activity.

☞ 15. **SAY:** "We have just participated in a graphic demonstration of the variety of ways we can and do take in and process information. Let's explore this idea further.

TRAINER'S GUIDE

ACTION/SUMMARY

1. **INTRODUCE** and discuss.

☞ 2. **SAY:** "We all gather and process information in several different ways. However, each of us has a preference for how we take in and process information. We have a learning style preference which is either visual, auditory, or tactile/kinesthetic. In this session we will:

- Examine each style
- Give you clues to identify your student's preferred style
- Help you to select teaching strategies which will best suit the student's style.

3. **EXPLAIN** matching teaching strategies to preferred learning style of student.

☞ 4. **SAY:** "We need to identify whether students prefer sight, sound, touch or movement for absorbing new information. Then you can select your teaching techniques by being aware of their learning preferences and you can present new information in ways that match those preferences. If he learns by watching something function, be sure he has something to look at. Don't just talk to him or put him with a cassette tape. While we don't limit our teaching techniques to only his preferred style, we can use that preference as the foundation of our teaching strategies."

5. **FLIP CHART:** List Auditory - Visual - Tactile/Kinesthetic on flip chart.

☞ 6. **SAY:** "In the *"Four Corner"* Activity we portrayed the Auditory, Visual and Tactile/Kinesthetic learning styles. If you went to the corner which designated you would prefer to go to a concert—what is your preferred learning style?"

7. **FLIP CHART:** Go through all the corner choices and list them under the correct category Auditory - Visual - Tactile/Kinesthetic.

8. **DISTRIBUTE** Handouts 3.1, 3.2, and 3.3.

☞ 9. **SAY:** "The first category, Observations, gives you some clues to watch for to determine your student's preferred learning style."

"The second category, Teaching Methods, points out some teaching styles you can incorporate to address that preferred style."

"The last category, Teaching Adjustments, has some suggestions for changes and methods you may need to consider."

"Please read the first category, Observations, and determine which is your preferred learning style. I want you to keep this information to yourself. You'll understand why when we do our next activity."

Continued

TRAINER'S GUIDE Continued

10. **DISTRIBUTE** Handout 3.4: *"Learning Styles Checklist"*

☞ 11. **SAY:** "We have talked about learning and teaching styles. To help you assess your student's preferred style, look at Handout 3.4: *"Learning Styles Checklist."* Your student may use all the learning styles from time-to-time, but as we know most people have a favorite style. We need to teach to that favored style but not at the exclusion of the others."

12. **DO:** Have the tutors pair up.

☞ 13. **SAY:** "Now we're going to find out how observant you are. This activity will make you aware of the importance of constant assessment and observation of your student from the first time you meet. It will also teach you what to watch for. From your observations of each other, as you've done your one-on-one activities in this workshop, check the boxes which most describe your partner. Answer all that you can (Do activity NOW). Look at Handouts 3.5 and 3.5A: *"Learning Styles Preference Checklist."* This is a tool which will allow your student to take part in the assessment of his own learning style. Remember we must always include the student in his learning decisions. Use this handout to assess yourself (Do activity NOW)."

"Now compare the questionnaire you filled out about yourself with the one your partner filled out about you. How well do they compare? Would a couple of you volunteer to share your results?"

14. **DISTRIBUTE:** Handout 3.6: *"Learning Modes and Techniques"*

15. **SAY:** "If you study this handout you'll realize that if you apply a variety of learning style techniques your student's comprehension and recall will be greatly improved. As an example: You instruct your student to read a paragraph and tell him to verbally state the main idea as he writes it down. He is applying all the learning styles as he reinforces his preferred style.

LEARNING STYLES/TEACHING STYLES MODULE

GOAL

To expose tutors to teaching techniques which use a multisensory approach to reach learners with various learning disabilities.

OBJECTIVE #1

Tutors will become aware of adult learning disabilities.

1. **SAY:** "A learning disability is different than a learning style. Most people have a preferred way of receiving and processing information, but a person with a learning disability has a necessary way. A person with a learning disability has a block, in some way, which disrupts inputting or outputting information. It is the responsibility of the tutor to find the channel that is easiest for the student to learn through, and to present learning in this way. If you suspect that your student may have a learning disability, seek advise privately from your program coordinator."
2. **DISTRIBUTE** Handout 3.7: *"What is a Learning Disability?"*
3. **SAY:** "Now I want you to divide into four groups. Group 1 will read and discuss paragraphs one and two. Group 2 will read and discuss paragraphs three. Group 3 will read and discuss paragraphs four and five. Group 4 will read and discuss paragraphs six and seven. You will be given five minutes to complete this brainstorming activity. Then I want you to report back to the class giving us the main idea of each paragraph."

Take five minutes for groups to report their ideas.

OBJECTIVE #2

1. **DISTRIBUTE** Handouts 3.8, 3.8A and 3.8B: *"Some of the Symptoms and Manifestations of Adult Students with Possible Learning Disabilities"*
2. **SAY:** "Working in the same four groups: Group 1 will work with the first three categories (Attention, Reasoning & Processing, Memory. Group 2 will take the next three categories (Communication, Reading, Writing and Spelling). Group 3 will take the next three categories (Self-Concept, Higher Order Cognitive Skills, Mathematical Calculations). Group 4's assignment is the two categories on Handout 3.8B (Coordination and Motor Functions, Social Competence, Emotional Maturity)."

   "These are negative problems that learning disabled students may have. I want you to pick one in each category and brainstorm techniques you can apply to make them positive."

Continued...

LEARNING STYLES/TEACHING STYLES MODULE Continued

"You have 5 minutes to come up with your answers. Be prepared to share your conclusions with the rest of us."

3. **DISTRIBUTE:** Handout 3.9: *"Recommendations for Working with Adults who Have Known or Possible Learning Disabilities".*

☞ 4. **SAY:** "Let's see how well we did in our brainstorming by reviewing what the suggestions of the experts are."

★ Have tutors take turns reading the 17 suggestions in Handout 3.9

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #3

LEARNING STYLES/ TEACHING STYLES

Handouts/Overheads

The Auditory Learner

Observations:

- Talkative
- Poor handwriting, poor visual memory
- Remembers spoken words, memorizes well, knows lyrics, rhythms to music
- Appears brighter than tests indicate
- Poor space perception
- Poor time perception

Teaching Methods:

- Talk through instructions
- Use verbal exercises, spell, and think aloud
- Allow oral reports
- Say (name) punctuation marks when reading aloud
- Use audio tape equipment
- Pair with visual learner

Teaching Adjustments:

- Eliminate background noises
- Use only necessary words
- Use earphones, tape players, etc.

**Overhead/
Handout 3.2**

The Visual Learner

Observations:

- Learns better when shown rather than told
- Watches face during contact
- Looks at books and pictures
- Finds lost things
- Notices details
- Draws reasonably well
- Rarely talks in class, uses minimal words
- May reproduce language sounds poorly, has difficulty learning second language

Teaching Methods:

- Give visual demonstrations
- Uses cards and charts, maps, color coding, etc.
- Teach diacritical marks
- Use rulers, numbered lines

Teaching Adjustments:

- Eliminate visual distractions
- Use lines, boxes, shading to emphasize points
- Teach highlighting of important points
- Teach one step at a time

Overhead/
Handout 3.3

The Tactile/Kinesthetic Learner

Observations:

- Often active or hyperactive
- Wants to touch and feel
- Well coordinated
- Likes to assemble and disassemble objects
- Writes things down
- Uses concrete objects
- Learns by doing, exploring
- Difficulty with abstract concepts
- Often an underachiever

Teaching Methods:

- Use rulers or other objects to teach arithmetic
- Use aids such as felt markers, tracing paper
- Use concrete manipulative teaching aids
- Role play

Teaching Adjustments:

- Use pictures whenever possible
- Use multi-presentation approaches
- Plan time for movement, breaks, etc.

Handout 3.4

LEARNING STYLES CHECKLIST

Check the statements which most often describe your student.

___ 1. He is very attentive and requires a great deal of eye contact.

___ 2. He uses his imagination and can visualize well.

___ 3. Does he often stare at things?

___ 4. Does he lose concentration when you've been lecturing?

___ 5. Does he want to study the pictures and diagrams in reading materials?

___ 6. Does he often say "I see..." to indicate understanding?

___ 7. Does he not like to do business or have lengthy conversations on the phone?

___ 8. Doe he enjoy audio taped lessons?

___ 9. He is not distracted by, and likes, background music when reading or studying?

___ 10. Does he sometimes hum or talk to himself while working?

___ 11. Does he need instructions repeated in order to remember?

___ 12. Does he have good recall of verbal directions/can repeat verbatim?

___ 13. Does he indicate understanding by saying, "I hear you" or "It sounds to me like?"

___ 14. Does he like to carry on long conversations?

___ 15. Does he like to take notes, learns well by tracing words and letters, likes puzzles and other hands-on materials?

___ 16. Does he enjoy handiwork (i.e. painting, knitting, drawing, etc.)?

___ 17. Does he wiggly-fidget, tap his foot, drum his fingers, doodle or play with rubber bands, paper clips, etc.?

___ 18. Does he not want to sit and listen or watch, wants to be physically involved and often gets up and moves around?

___ 19. Does he use hands and motions while talking?

___ 20. Does he physically move to rhythm and music?

___ 21. Does he need to touch, move, feel objects, often moves finger along line while reading?

LEARNING STYLES CHECKLIST

HOW TO SCORE THE RESULTS OF LEARNING STYLES CHECKLIST:

More responses between 1 and 7 show a preference for a Visual learning style.

More responses between 8 and 14 show a preference for an Auditory learning style.

More responses between 15 and 21 show a preference for a Tactile/Kinesthetic learning style.

Handout 3.5

Name ______________________ **Date** __________

LEARNING STYLES PREFERENCE CHECKLIST

How do you learn best? Similar to fingerprints, each person's learning style is different. Read each sentence carefully and consider whether it applies to you. On the line, write a 3 if it **often** applies, 2 if it **sometimes** applies, and a 1 if it **never, or almost never** applies.

3 = Often applies   2 = Sometimes applies   1 = Never, or almost never applies

PREFERRED STYLE #1

___ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
___ 2. I remember something better if I write it down.
___ 3. When trying to remember a telephone number, or something new like that, it helps me to get a picture of it in my head.
___ 4. When taking a test, I can "see" the textbook page and the correct answer on it.
___ 5. Unless I write down directions, I am likely to get lost.
___ 6. It helps me to LOOK at a person speaking; it keeps me focused.
___ 7. I can clearly picture things in my head.
___ 8. It's hard for me to understand what a person is saying when there is background noise.
___ 9. It's difficult for me to understand a joke when I hear it.
___ 10. It's easier for me to get work done in a quiet place.

Style #1 Total: __________ **Points**

PREFERRED STYLE #2

___ 1. When reading, I listen to the words in my head or read aloud.
___ 2. To memorize something it helps me to say it over and over to myself.
___ 3. I need to discuss things to understand them.
___ 4. I don't need to take notes in class.
___ 5. I remember what people have said better than what they were wearing.
___ 6. I like to record things and listen to the tapes.
___ 7. I'd rather hear a lecture on something rather than have to read it in a textbook.
___ 8. I can easily follow a speaker even though my head is down on the desk or I'm staring out the window.
___ 9. I talk to myself when I'm problem solving or writing.
___ 10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

Style #2 Total: __________ **Points**

Handout 3.5A

LEARNING STYLES PREFERENCE CHECKLIST

PREFERRED STYLE #3

___ 1. I don't like to read or listen to direction; I'd rather just start doing.
___ 2. I learn best when I am shown how to do something and then have the opportunity to do it.
___ 3. I can study better when music is playing.
___ 4. I solve problems more often with a trial-and-error, than a step-by-step approach.
___ 5. My desk and/or workspace looks disorganized.
___ 6. I need frequent breaks while studying.
___ 7. I take notes but never go back and read them.
___ 8. I do not become easily lost, even in strange surroundings.
___ 9. I think better when I have the freedom to move around; studying at a desk is not for me.
___ 10. When I can't think of a specific word, I'll use my hand a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

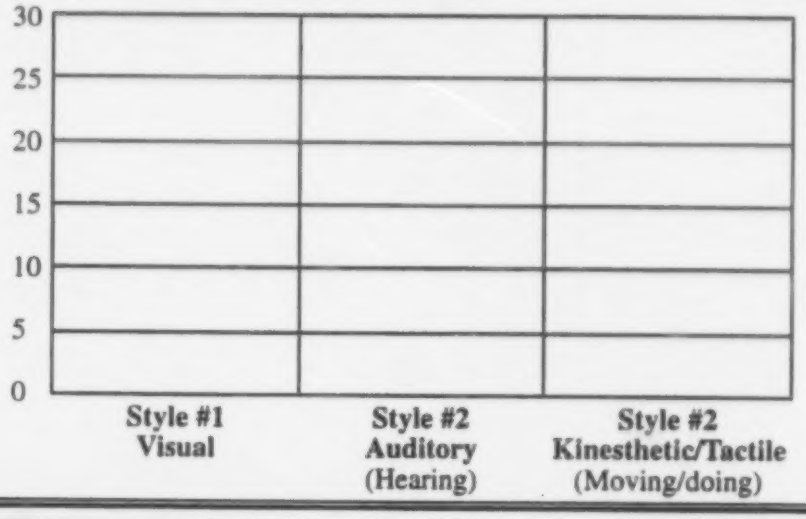
Style #3 Total: __________ Point

— *(from: Lynn O'Brien, Specific Diagnostics, Inc., Rockville, MD 1985)*

WHAT IS YOUR LEARNING STYLE?

Fill in the graph to match your total points for each style. For example, if you have 23 points for Style #1, draw a line across the first column (Style #1 Visual) between 20 and 25 and color in the area below the line. Do the same for the other two styles.

What does your graph show about your learning style?



Handout 3.6

LEARNING MODES AND TECHNIQUES

The following is a summary of a number of studies done on the effects of different teaching modes and techniques on the retention of information by mature students.

Learners were found to have the ability to retain:

10% of what they read

20% of what they heard

30% of what they saw

50% of what they saw and heard

70% of what they heard themselves say as they talked

90% of what they heard themselves say as they were doing a thing

Methods of instruction and the ability to recall

Method	Recall in 3 hours	Recall in 3 days
Telling about only	70%	10%
Showing only	22%	20%
Telling and Showing	85%	65%

Senses through which we learn basic knowledge

83% Seeing

11% Hearing

3.5% Touching

1.5% Smelling

1% Tasting

—from Socony-Vacuum Oil Co. U.S. Dept. of HEW 1976 Summarized by: Dr. Michael Colbert, Oregon State University

Handout 3.7

WHAT IS A LEARNING DISABILITY?

Broadly defined, the term learning disability has been used to describe a variety of problems in acquiring, storing, and/or retrieving information. People with learning disabilities have difficulty taking information in through senses and processing the information with accuracy to the brain. The information becomes scrambled; like a short circuit, a distorted radio signal, or a fuzzy television picture.

Learning disabilities occur irrespective of race, culture or class. People with learning disabilities possess average or above average intelligence levels; however, the disability is often confused with other difficulties including slow learning, retardation, emotional and/or behavioral disturbance.

Neurologically based, nervous system disorders, learning disabilities are not the result of visual, hearing, and/or physical disabilities; mental retardation; emotional disturbance; acquired brain injury; ineffective instruction or lack of motivation to learn; environmental stresses; cultural diversity; and/or socioeconomic conditions. Learning disabilities can be genetic or acquired and may accompany other disabilities such as defects in sight and hearing. They may also be the result of birth trauma, fetal alcohol syndrome/effect and long-term chemical dependence.

The inaccurate sensory transmissions to the brain many times lead to poor academic work, behavior problems, and/or emotional instability. The most common manifestations occur in the academic areas of reading, writing, and/or arithmetic, subsequently affecting a broad range of basic skills and functions. Faced with the frustration of repeated failure, the person with a learning disability may become disruptive or complacent in school, and give up trying to learn.

This condition is the most neglected, most misunderstood disability due to its hidden nature–and there is no cure. However, with appropriate accommodations and strategies, the person with learning disabilities can learn to take advantage of strengths and minimize weaknesses, thus enhancing the potential of success in education, training, and employment situations.

Recent research suggests 30-35 percent of those requesting basic skills, adult education, training and employment placement services have learning disabilities–many undiagnosed. Additionally, approximately 14 percent of those presently in the workplace have learning disabilities.

Without reasonable accommodations, the person with a learning disability is presented with innumerable barriers. The inability to be productive results many times in gravitation to a lower living standard. Without appropriate education and training there are few employment opportunities which allow advancement.

— courtesy Payne & Associates

Handout 3.8

SOME OF THE SYMPTOMS & MANIFESTATIONS OF ADULT STUDENTS WITH POSSIBLE LEARNING DISABILITIES

ATTENTION

- Easily distracted
- Blurts out answers
- Doesn't listen well
- Trouble staying on task
- Uncompleted assignments
- Talks excessively or rambles
- Problems working alone
- Unorganized
- Extreme restlessness
- Highly impulsive
- Short attention span

REASONING & PROCESSING

- Deficient decision making skills
- Frequent errors–verbal and written
- Cannot recognize mistakes
- Trouble transitioning information
- Delayed verbal responses
- Tasks take longer
- Problems adjusting to change
- Poor time manager
- Difficulty with abstractions
- Cannot see the whole
- Needs concrete demonstrations
- Requires extra practice
- Trouble following oral information
- Trouble processing written information
- Difficulty with maps and graphs
- Extremely early or late
- Complains of getting lost easily

MEMORY

- Difficulty synthesizing discussion
- Long-term retention difficulty
- Trouble remembering information presented orally or read
- Trouble with multiple directions
- Difficulty retaining recently taught material
- Problems recalling simple instructions

COMMUNICATION

- Omits or uses words inappropriately
- Sentences are short & simple
- Trouble expressing thoughts concisely or logically
- Frequently misunderstands
- Trouble retrieving known words

Handout 3.8A

SOME OF THE SYMPTOMS & MANIFESTATIONS OF ADULT STUDENTS WITH POSSIBLE LEARNING DISABILITIES

READING

- Trouble reading aloud or silently
- Trouble reading want ads, signs, or forms
- Skips lines, words, letters & numbers
- Poor comprehension
- Reverses letters, words or phrases
- Complains of blurring or tired eyes

WRITING & SPELLING

- Difficulty copying
- Problems writing legibly
- Demonstrates simplistic writing patterns rather than complete sentences or paragraphs
- Poor spelling skills, especially with vowels
- Trouble expressing thoughts in writing
- Trouble filling out applications/forms/workbooks/test answer sheets

SELF-CONCEPT

- Resistant to attempting new/difficult tasks
- Low self-esteem
- Can't describe successes
- Indifferent or self-defeating attitude
- Appears to lack motivation

HIGHER ORDER COGNITIVE SKILLS

- Problems self-managing, organizing and prioritizing
- Problems identifying the next step
- Inconsistent performance and transition
- Trouble with associations (cause/effect)
- Difficulty solving problems
- Difficulty with problems
- Difficulty with abstractions
- Jumps from one subject/idea to another

MATHEMATICAL CALCULATION & APPLICATION

- Difficulty managing money or balancing checkbook
- Does not do written calculations
- Does not do simple mental calculations
- Does not count money or make change

Handout 3.8B

SOME OF THE SYMPTOMS & MANIFESTATIONS OF ADULT STUDENTS WITH POSSIBLE LEARNING DISABILITIES

COORDINATION & MOTOR FUNCTIONS

- Clumsy or accident prone
- Poor handwriting (letter formation inconsistent)
- Confuses right & left
- Slow reaction time
- Limited endurance
- Trouble manipulating keyboard

SOCIAL COMPETENCE & EMOTIONAL MATURITY

- Trouble responding to nonverbal cues
- Complains about new tasks
- Ineffective eye contact
- Overly aggressive or assertive
- Excessively shy and withdrawn
- Has few friends
- Lacks awareness of consequences
- Problems accepting criticism or asking for help
- Low self-confidence
- Misunderstands figurative language
- Excessive or inappropriate language
- Shares intimate information inappropriately
- Withdrawn, yet does not work well in isolation

— adapted from Payne & Associates

Handout 3.9

RECOMMENDATIONS FOR WORKING WITH ADULTS WHO HAVE KNOWN OR POSSIBLE LEARNING DISABILITIES

FOR ALL STUDENTS

1. Find out what the student can do and capitalize on his abilities.
2. Be consistent and uniform in your directions and use a checklist which will ensure steps are completed and offer encouragement.
3. Respond to the student as quickly as possible, correct immediately, and analyze mistakes.
4. Use organizational aids such as three-ring binders, calendars, schedules, etc.
5. Remember that students with Learning Disabilities are eligible for Readings for the Blind. Meanwhile, those with auditory and visual disabilities can use tapes of your readings and commercial study tapes and stories.
6. Use all kinds of aids in assisting the adult student to learn and retain, such as vocabulary cards, word and number games, crossword puzzles, maps, tapping out syllables, color-coded grammar and math parts, scissors to cut and paste sentences to make paragraphs or cut apart words to make new sentences.
7. Try a new technique every three or four weeks. Students will learn which techniques work best and will adopt the methods for lifelong learning.
8. Students need clear rationales for each learning activity and to know how each activity connects to the other and to the chosen goal.
9. Actively engage the student in all phases of the learning process. Be a catalyst or coach, rather than a teacher or lecturer.
10. Help the student to pin-point his problem and discuss plans for solving it or circumventing it. Even a vast, complicated problem can be divided into sequential, small tasks, and clues can be developed so that the student can follow a sequential order to come to a conclusion.
11. Do not assume learning until the student has used the new information successfully over a period of time and in several ways.
12 In all tasks use a multi-sensory approach so weaker senses and skills are developed.
13. Employ computer programs and word processing regularly as an adjunct to tutoring.
14. Select articles, stories, and other materials that have a positive outcome.
15. Clarify directions before beginning an activity. Work on an example together, or display a complete project. Encourage questions.
16. Slow down. Reduce stress by setting a slower pace. Give the student extra time to reply to questions.
17. Help the student be organized by making a schedule of class and home study times and placing it in the front of his/her three-ring binder where all class papers will be kept.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #4

ASSESSMENTS
AND
GOAL SETTING

Trainer Instructions

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will become familiar with some simple tools for assessing client goals and skill deficits to determine individual needs.

PARTICIPANT PERFORMANCE OBJECTIVES

Tutors will be able to determine the students' skill level and assist them with self-chosen goals providing a format for getting acquainted with the client. Tutors will be able to design a first session lesson plan.

TRAINING CONTENT

KNOWLEDGE NEEDED

- Understand the need of initially assessing client skill levels.
- Understand the process of goal setting.

SKILLS NEEDED

- Ability to use simple interview format and checklist to determine client goals.
- Ability to use simple assessment tools and procedures to determine client skill levels and deficits.

ATTITUDES NEEDED

- Recognition that patience and personal warmth toward client are essential to set the client at ease in the initial session.
- Ability to be nonjudgemental and accepting of client responses.
- Ability to provide supportive setting for client.

PLANNING THIS SESSION

The time required for this session will be approximately 45 minutes.

MATERIALS

1. Handout 4.1: *"It's OK to Make Mistakes"*
2. Assessment and Goal Setting Module and accompanying handouts and overheads.

OUTLINE OF MODULE

GOAL

To provide tutors with a useful frame of reference for initial and ongoing assessment of a student's needs and abilities, so that appropriate instruction can be planned.

OBJECTIVE #1

Tutors will learn how assessments are conducted by on-site personnel.

TIME

15 minutes

OBJECTIVE #2

Tutors will learn how to use various assessment tools to determine student skills and needs.

MATERIALS

1. Handouts 4.2 and 4.2A: *"Student Survey"*; Handouts 4.3 and 4.3A: *"Informal Student Needs Assessment"*; Handout 4.4: *"Math Life Skills Questionnaire"*; and Handout 4.5: *"Writing Sample"*

TIME

15 minutes

Continued...

OUTLINE OF MODULE Continued

OBJECTIVE #3

Understand the process of goal setting.

MATERIALS

1. Handouts 4.6: *"My Personal Success Sheet"*; Handout 4.7: *"Goal Setting Checklist"*; Handout 4.8: *"Your Priorities for the Next Week"*

TIME

10 minutes

Session #4

ASSESSMENTS AND GOAL SETTING

Trainer Presentation

TRAINER'S GUIDE

To open the session, read Handout 4.1: *"It's OK to Make Mistakes"*.

ACTION/SUMMARY

1. **PRESENT** the module.

Continued...

ASSESSMENTS AND GOAL SETTING MODULE

GOAL

To provide tutors with a useful frame of reference for initial and ongoing assessment of a student's needs and abilities, so that appropriate instruction can be planned.

OBJECTIVE #1

Tutors will learn how on-site assessments are conducted (presented by on-site person).

☞ 1. **SAY:** "We will start with ____(NAME)____, who will explain how the assessments are done at this learning site."

OBJECTIVE #2

Tutors will learn how to use various assessment tools to determine student skills and needs.

☞ 1. **SAY:** "Assessment is an ongoing process. What do our students already know? What is their reason for seeking our tutoring? What is their educational background? What do they need or want to learn? Usually your student will have been given assessments by the learning site. Even if these are available, here are some assessments that can be done to help you determine where you and your student need to begin. The process of assessments will help you and your student begin to establish a strong relationship."

"Now let's look at some of the things the tutor can do to determine the learner's educational background and reason for seeking tutoring."

2. **DISTRIBUTE** Handouts 4.2 and 4.2A: *"Student Survey"*

☞ 3. **SAY:** "You can use this survey to generate some questions to ask your student on your first meeting. It is not a test, but rather a guide for questions you need to ask to plan relevant kinds of lessons."

4. **DO:** Ask one of the tutors an intake question and start a conversation to demonstrate. Have tutors pair up and role play (tutor and student).

5. **DISTRIBUTE:** Handout 4.3 and 4.3A: *"Informal Student Needs Assessment"* and Handout 4.4: *"Math Life Skills Questionnaire"*

Continued...

ASSESSMENTS AND GOAL SETTING MODULE Continued

☞ 6. **SAY:** "This is another informal tool to help you find out why this student has come to you for help. You can go over this list with your student and have her or him tell you which subjects are important, draw out the personal needs of the student. For example, ask your student if he has a will. Perhaps he will say he doesn't need one. Your response can be, "What will happen to your family if you don't have a will?"

7. **DO:** Have tutors pair up again for role play. Make sure pairs switch roles. Practice using Handout 4.3, 4.3A and Handout 4.4.

8. **DISTRIBUTE** Handout 4.5: *"Writing Sample"*

☞ 9. **SAY:** "What information can you find out about your student by having him complete a writing sample?"

10. **DO:** Record and discuss responses (may include information about the student

• Spelling • Grammar • Sentence Structure • Punctuation • Penmanship)

OBJECTIVE #3

Understanding the process of goal setting

☞ 1. **SAY:** "The next thing you are going to do is fill out *"My Personal Success Sheet."* Write down whatever you think of first. Everyone has had many successes. If you are thinking "I don't have any successes, " you are making it too hard. Think of simple things.

- I learned to walk
- I graduated from the third grade
- I won a race at school
- I learned to speak English
- I GOT A JOB!

2. **DISTRIBUTE** Handout 4.6: *"My Personal Success Sheet"*

☞ 3. **SAY:** "Please break into groups of four to do this activity (you will need a recorder). We want you to brainstorm what successes you've had in these different age brackets."

Continued...

ASSESSMENTS AND GOAL SETTING MODULE

☞ 6. **SAY:** "Our students need to realize that there have been many successes in their lives. This will encourage them to reach out and give them confidence in this new venture. SUCCESS BRINGS SUCCESS. Success is to reach a goal. Many students are focused on the final goal and become discouraged when they learn how long it will take them to reach that goal. It is important to break the goals into shorter increments so they can feel many successes along the way. Give me some examples of long term goals."

7. **DO:** Record responses

☞ 8. **SAY:** "Now each of you choose one of these long term goals and break it into several short term goals."

"Would two or three of you please share your examples with the rest of the class?"

9. **DISTRIBUTE** Handout 4.7: *"Goals Setting Checklist"* and Handout 4.8: *"Your Priorities for the Next Week"*

☞ 10. **SAY:** "The key to success is to make certain that the students goals are self-chosen. Here are some tips for selecting goals."

11. **DO:** Choose participants and read Handout 4.7: *"Goal Setting Checklist"* orally.

☞ 12. **SAY:** "Handout 4.8: *"Your Priorities for the Next Week"* is another tool you can use with your student. How could your student benefit from setting priorities weekly?"

Continued...

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #4

ASSESSMENTS & GOAL SETTING

Handouts/Overheads

Handout 4.1

IT'S OKAY TO MAKE MISTAKKES

> Benjamin Franklin on misspelled words:
> *"A person who only knows how to spell a word one way is very uncreative."*

In order to become a success in life you are going to have to believe it's OK to make mistakes along the way. No one can do everything perfectly the first try.

Think of how many times your kids fell down when they were learning how to walk. You need to understand falling down is just part of learning. You need to make it OK to "fall down" as you are learning to walk on the path to greater success.

- Don't be afraid to make mistakes. That is how you learn things.
- Did you know that the average millionaire in the United States has gone bankrupt 3.5 times?

Let's look at some famous people who made a lot of mistakes on their way to the top:

ABRAHAM LINCOLN failed in business in 1831. He was defeated for the legislature in 1832. He failed in business again in 1833. He was elected to the legislature in 1834. His sweetheart died in 1835. He had a nervous breakdown in 1836. He was defeated for elector in 1840. He was defeated for congress in 1843. He was elected to congress in 1846. He was defeated for the senate in 1858.
HE WAS ELECTED PRESIDENT OF THE UNITED STATES IN 1860.

THOMAS EDISON invented the electric light bulb, but as a small child, age 7, his teacher said he was too stupid to learn. When Thomas Edison invented the light bulb he tried over 2000 experiments before he got it to work. A young reporter asked him how it felt to fail so many times. He said "I never failed once. I invented the light bulb. It just happened to be a 2000 step process."

WALT DISNEY went bankrupt 5 times before he successfully built Disneyland. What if he had quit after the third time? We would not have Disneyland, Mickey Mouse, and all those other great gifts he gave us.

ALBERT EINSTEIN is sometimes considered the smartest man that ever lived. He was a great scientist who developed an important theory when he was 26. And yet when he was a child, he did not learn to speak until he was 4 years old and he later flunked math in grade school.

BABE RUTH is one of the all time greats in baseball. He was "The Homerun King." And yet, in 1927, the year he hit his most homeruns, he also had his greatest number of strikeouts. Babe struck out over 1330 times during his career.

RICHARD BACH wrote the book *Jonathon Livingston Seagull*, which sold over a million copies, was made into a movie, and made Richard Bach over a million dollars. When Richard was trying to get someone to publish the book, he was turned down by 51 publishers.

So...as you can see, many famous and successful people had lots of failures on their way to becoming a success. You just have to keep taking action. NEVER GIVE UP! If you keep at it long enough, one day you will reach your goals.

Handout 4.2

Name ______________________________ Date __________

STUDENT SURVEY

1. As you see it, how will improving your skills in reading, math and writing most benefit you? List two or three reasons you have for wanting to improve your skills.

____

____

____

2. Put a (✓) by any of the following statements that are true for you:

___ I can read words, but I have trouble understanding what I read.
___ I don't enjoy reading and read very little on my own.
___ I was given extra help in reading when I was in school (resource room).
___ I have been told that I have a learning disability.
___ I read a lot and enjoy it.
___ I would probably read more if I were a better reader.

3. I like to read...	Often	Sometimes	Rarely	Would like to read more
Newspapers	___	___	___	___
Magazines	___	___	___	___
Short stories/novels	___	___	___	___
Books to my children	___	___	___	___
Instructional/school books	___	___	___	___
Informational/self-help	___	___	___	___
Job related material	___	___	___	___

4. Put a (✓) by any of the following statements that are true for you:

___ I did OK in math in school. I just need to review the skills I've forgotten.
___ Math has always been confusing to me. I need lots of help with it.
___ I enjoy math and am fairly good at it.
___ I will need to use math skills in the occupation I would like. If so, how?

____

5. Put a (✓) by any of the following statements that are true for you:

___ I enjoy writing letters to relatives and friends.
___ It's hard for me to put my thoughts in writing.
___ I like to put my thoughts on paper, and at times I have kept a diary/journal.
___ I will need to use writing skills in the occupation I would like. If so, how?

____

Handout 4.2A

STUDENT SURVEY Continued

6. Do you have any sight or hearing problems that may affect your learning? (Do you need glasses)? ____________________

7. What grade did you complete in school? __________ What year? __________

8. Have you taken any classes or training since you left school? ____ no ____ yes
If yes, what classes and when? ____________________

9. If you have been employed, what type of work have you done? (most recent)

10. What hobbies or pastimes do you enjoy or what topics do you know a lot about?

11. Describe one way you will judge your success in this class?

12. Describe what you see as possible barriers to your successful completion of this class. ____________________

13. Complete this sentence: *As a learner, I* ____________________

Handout 4.3

Name ______________________________ Date __________

INFORMAL STUDENT NEEDS ASSESSMENT

This tool is used to determine students' areas of interest and life skill needs. Discussion about the selections and ranking can provide the tutor with valuable information for determining possible contexts for teaching basic skills, as well as the specific life skill needs of students

What do you want from this class? (One or more answers may apply).

___ improve basic skills
___ pass the GED Test
___ get a high school diploma
___ brush up for further schooling
___ prep for an occupational test
___ other ____________________

For what purpose? (One or more answers may apply).

___ I want it for me
___ I want to get a job
___ I need it to change jobs
___ an agency sent me
___ my employer recommended or required that I go to school

Which of the following subjects would you like to study while in this class?

Banking Information

___ budgeting money
___ understanding credit & loans
___ using a checking account
___ using a savings account

Insurance Needs

___ life insurance
___ auto insurance
___ health insurance
___ home insurance
___ renter's insurance

Housing Needs

___ renting
___ getting government assistance
___ buying a home
___ understanding renter's rights

Shopping Wisely

___ using ads
___ recycling products
___ using recipes
___ finding the best buy
___ handling complaints

Handout 4.3A

INFORMAL STUDENT NEEDS ASSESSMENT Continued

Occupational Knowledge

___ finding a job on my own
___ using an agency for assistance
___ filling out job applications
___ writing a resume
___ surviving an interview
___ keeping a job
___ planning or changing jobs
___ finding job training information

Community Resources

___ emergency 911
___ crime prevention
___ legal aid
___ unemployment
___ Social Security
___ post office services
___ recreational services
___ family assistance

Government & Law

___ voting
___ income tax information
___ arrest & trial information
___ immigration rights
___ getting a driver's license
___ legal rights in contracts
___ marriage & divorce information
___ wills

Health Care

___ family planning
___ child care
___ first aid and CPR
___ drug & alcohol information
___ nutrition
___ clinics and medical services
___ disease information

Transportation

___ reading bus schedules
___ reading road maps

Other:

Handout 4.4

MATH LIFE-SKILL QUESTIONNAIRE

Here is a list of things you can do with math. Check the areas you would like to study while in class.

___ Add dollars and cents
___ Estimate dollar total while shopping
___ Figure cost of a telephone call
___ Find unit prices to get the best buy
___ Figure total cost of buying on an installment plan
___ Find interest on saved or borrowed money
___ Figure credit card finance charges
___ Understand property tax
___ Find the time in different time zones
___ Read a thermometer
___ Figure amount of materials to buy for home improvement
___ Find car mileage
___ Read graphs
___ Find net pay after deductions
___ Find gross pay including overtime
___ Total hours on a timecard
___ Figure commission
___ Use a sales tax chart
___ Find dimensions from scale drawings
___ Compare cost of generic and brand-name medicines
___ Compare facts given as percents
___ Find batting averages and bowling handicaps
___ Make change
___ Figure total cost on a bill
___ Find sales tax
___ Set savings goals
___ Measure fabric
___ Read a ruler
___ Save energy
___ Find annual car expense
___ Recognize misleading graphs
___ Find weekly pay
___ Read a paycheck stub
___ Compare fringe benefits
___ Total a restaurant check
___ Take the correct drug dosage
___ Prepare an income tax return

Handout 4.5

Name ______________________________ Date __________

WRITING SAMPLE

Below are listed three topics. Circle one. Write one paragraph (at least five related sentences) on the topic you select. You will be evaluated on how well you communicate your ideas on paper. Write on this form.

1. Describe the first thing that you learned to do.
2. Describe why you have returned to school and what you would like to learn while you are here.
3. Describe what kinds of things you do best.

Handout 4.6

MY PERSONAL SUCCESS SHEET

Write down three successes for each of the stages of your life–the first sixteen years, the next five years, and the rest of your life.

My first sixteen years (0-16)

1. ______________________________
2. ______________________________
3. ______________________________

My next five years (16-21)

1. ______________________________
2. ______________________________
3. ______________________________

My last years (21-now)

1. ______________________________
2. ______________________________
3. ______________________________

Three successes I want to have in the next five years

1. ______________________________
2. ______________________________
3. ______________________________

Handout 4.7

GOAL SETTING CHECKLIST

Here are some tips about selecting a goal that is right for you. Keep in mind a personal goal as you go through this.

___ 1. The goal is SELF-CHOSEN.

___ 2. The goal FITS you well; it allows you to combine your interests, personality, skills and values.

___ 3. The goal EXCITES you! You can't wait to get going on it!

___ 4. The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for. (WRITE down your goals; an unrecorded goal is only a wish!)

___ 5. The goal is MEASURABLE; you will be able to see and evaluate your progress. (Include DEADLINES!)

___ 6. The goal is CHALLENGING; it isn't easy to reach; it's a good test for you, but still achievable. In other words, it's REALISTIC!

___ 7. The goal will be personally SATISFYING to reach; it's "value anchored."

Handout 4.8

YOUR PRIORITIES FOR THE NEXT WEEK

1. List what you need to do in the next seven days:

2. Give your activities a priority rating of "A", "B", or "C"

	A	B	C

ONE WEEK LATER

1. Did you accomplish all your "A" tasks?

____

2. Did the "C's" you left uncompleted really need doing?

____

3. Did you do "C's" and leave "A's" and "B's" undone?

____

4. Did you work on your "A's" first? ____________ "B's" second? ____________
"C's" third? ____________________________

5. At the end of this week, how do you feel about what you have accomplished?

____

A list like this allows you to plan your time more effectively, achieve the things that are important to achieve at the time, and helps you avoid procrastination of an important, but perhaps an unpleasurable activity.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will be able to design a lesson appropriate to the individual student's basic literacy, English as a second language, or math literacy needs.

PARTICIPANT PERFORMANCE OBJECTIVES

Given a case study, a tutor will determine the individual client goals and skill needs and design a lesson to address those needs, using the strategies and materials presented in the workshop.

WORKSHOP SCHEDULE FOR SESSION 5

MASTERING THE SUBJECT MATTER

BASIC LITERACY			ESL	
1. Core Material	60 minutes		1. Introduction	30 minutes
2. Decoding	60 minutes		2. Core Material	60 minutes
3. Comprehension	60 minutes		3. Getting To Know...	45 minutes
4. Language Experience	45 minutes	AND/	4. Vocabulary Development	50 minutes
5. Spelling and Writing	45 minutes	OR	5. Conversation skills	40 minutes
6. Lesson Planning	45 minutes		6. Pronunciation	45 minutes
			7. Language Experience	45 minutes
			8. Lesson Planning	45 minutes
5 1/4 hours (6 hours including Session 4)				6 hours

After presenting the first four sessions in the workshop schedule, you have several options for Session 5. Your choice of presentation will depend on the needs of the training site and the core materials they have available.

OPTION 1

Session 5 - Basic Literacy

—OR—

OPTION 2

Session 5 - ESL

—OR—

OPTION 3

Session 5 - Basic Literacy and ESL

Ask tutors in which category their tutoring interest lies, Basic or ESL. Based on this decision, the workshop is split into two separate classes.

A NOTE TO THE TRAINER

HOW WE CHOOSE MATERIAL

The material in this section has been chosen as the most effective method of giving tutors a broad understanding of the general rationale underlying what they will do as they tutor. We recognize that there are other effective ways of training tutors.

OTHER FORMATS

The current *Laubach Way to Reading* training formats—either traditional training team or video-based training—present much of the recommended material, but in an embedded fashion, relating the strategies and techniques to specific teaching materials and presenting them as they arise within those materials. Current training formats for the New Readers Press *Challenger* series and the Steck-Vaughn *Reading for Today* series are similarly attached to the specific materials.

LLA ACCREDITATION

The *Laubach Way to Reading* training core of three hours may be added as a supplement to the recommended session if it is the desire of the group that the tutors be accredited with the national LLA organization. This may change in the future, but it is now a requirement of LLA that all tutors have at least the three hour core section as a part of their training.

FORMAT FOR SESSION

The material to be presented for this session has alternate paths. At this point in the training you may be dividing your tutors into groups—those wishing to tutor English speaking basic literacy clients and those wishing to tutor non-English speaking clients. There is a third section designed for those who are interested only in math tutoring.

You will need to decide which sections are appropriate for your setting. If your area has a very small ESL population you may want to offer only the basic literacy section and the math section. If you have mostly ESL clients, you may wish to offer only the ESL and the math sections. You may offer all three. It is up to you to decide.

Continued...

A NOTE TO THE TRAINER Continued

RECOMMENDED BASAL SERIES

The recommendation of the ad hoc group of trainers consulted in putting this manual together is that, if possible, three sets of materials be introduced and available to tutors. This provides for a maximum ability to match the individual needs and ability levels of the students and tutors with appropriate materials. The specific titles recommended have exceptionally good tutor support built into them.

For basic literacy clients the following materials are recommended:

1. *Laubach Way to Reading - Books 1-4,* New Readers Press
2. *Challenger - Books 1-8,* New Readers Press
3. *Reading for Today - Books 1-5,* Steck-Vaughn Publishers

For ESL students the following materials are recommended:

1. *Laubach Way to English - Books 1-4,* New Readers Press
2. *Real-Life English - Books Pre. 1-4,* Steck-Vaughn Publishers

For Math students the following materials are recommended:

1. *Breakthrough to Math Series,* New Readers Press

Session #5;
Basic Literacy/ABE

MASTERING THE SUBJECT MATTER: INTRODUCTION

Trainer's Presentation

TRAINER'S GUIDE

The time required for this section will be approximately 60 minutes.

MATERIALS

1. One copy of all core materials for every two tutors. *"Laubach Way to Reading"* Teachers Manual One-Skill Book One; *"Reading for Today"* Teacher's Edition 1; and *"Challenger"* Teachers Manual 1 to 5.
2. Kentucky Education Television(KET) Video Series *"Teach an Adult to Read"*, Program 2: *"Beginning with Books"*

ACTION SUMMARY

1. **NOTE:** The parts that you include here will depend on the core materials that you plan on having your tutors use in one-to-one settings.

   Present the 60 minute overview of materials for the tutors, with hands on so they can get familiar with the books.
2. **INTRODUCE** KET video.
3. **VIDEO:** Show video
4. **DISTRIBUTE** *"Laubach Way to Reading"* Teacher's Manual 1 and Student Skill Book I. Let tutors look at them, while video presents series.
5. **DISTRIBUTE** *"Reading for Today"* Teacher's Edition 1. Let tutors look at them while video presents series.

— OR —

1. **PRESENT** the following overview of the three core materials and introduce tutors to the first lesson of each.
2. **SAY:** "As I introduce you to the core material, be aware that we are covering the format in which these materials are written, not the content."

Continued...

TRAINER'S GUIDE

—OR—

1. **PRESENT** core materials stipulated by the training site.

☞ 2. **SAY:** "A good core reading series will provide you with the support and structure you need to make logical, systematic progress in developing your student's reading skills. Adults rarely enter a reading program completely lacking in reading skills. Rather, their skills tend to be spotty, with large gaps in development.

   "I'm going to introduce you to three different core materials, which you use depending on which series your tutoring site has available.

   "These materials are designed to provide a structured sequence of skill development that will help you to fill in these gaps. These reading texts will serve as the basis for your daily lesson plans. They will also introduce a variety of activities and subject matter designed especially to interest the adult reader."

LAUBACH

1. **INTRODUCE** *"Laubach Way to Reading"* Teacher's Manual 1 and Students Skill Book 1.

☞ 2. **SAY:** "This series was designed for adults who need to start at the very beginning in learning to read. It uses a phonics approach to teaching reading. The basic series consists of four student Skill Books and four corresponding Teacher's Manuals providing detailed instruction for the tutor. The series was designed to be used by inexperienced volunteer tutors, and the teacher's manuals are carefully structured and scripted for that purpose."

3. **PRESENT** and distribute one copy of each for every two tutors.

☞ 4. **SAY:** "Turn to Lesson I on page 17 in the Teacher's Manual and let me show you how well written and usable this material is for the inexperienced tutor.

   "Each lesson is introduced by a list of objectives–these are the skills your student will learn in the lesson." (Have someone read).

   "Look at the introduction. You don't even have to think about what you're going to say to your student; the authors have done that for you too." (Tutor: read the first statement).

Continued...

TRAINER'S GUIDE Continued

"Please turn to page 2 in your Student's Skill Book. This is the chart you will use to teach your student the alphabet. Look at the first line. The bird with a long tail and a round body is the symbol for the shape of the letter b. The word bird is the key word for the letter b. The first sound that you hear in the word bird is the sound of the letter b. Repetition, which is important when learning anything new, is built into the chart."

5. **DEMONSTRATE** teaching the first line of the chart. The instructions with script and how to use your hands are on pages 18 and 19 in the *"Laubach Way to Reading"* Teacher's Manual.

☞ 6. **SAY:** "Now look at page 18 in the Teacher's Manual 1. You are given picture-by-picture, line-by-line instructions telling you what to say and how to use your hands when teaching the chart. The next step is to use the new skills learned in the chart to read a story. You'll find the instructions on page 22 in Teacher Manual 1. The story for the student to read is on page 3 in his Skill Book. Next you're going to teach your student how to write the letters he learned in Lesson I. Again you will find complete step-by-step instructions on page 24 in Teacher Manual 1. The examples, how to form the letters and numbers are on page 14 and 15 of the Teacher Manual 1. If you will follow the teaching style as shown on pages 14 and 15, your student can go into cursive writing with ease.

"On page 26 is the homework assignment, instructions for assessing your student's progress and suggestions for reinforcement materials. All of the lessons in *"Laubach Way to Reading"* follow this same format. All of the lessons build on the previous lesson. All the tutor needs to do to be successful is follow the Teacher's Manual."

Reading For Today

1. **INTRODUCE** *"Reading For Today"* Teacher's Edition 1.

2. **PRESENT** and distribute one copy for every two tutors.

☞ 3. **SAY:** *"Reading for Today"* is a five-book series with accompanying teacher's manuals, designed specifically for adult beginning readers. Rather than building solely on one word attack skill, phonics, the series uses pictures and photographs to introduce a more functional sight word vocabulary. The hallmark of *"Reading for Today"* is its focus on adult themes. Each unit develops a theme of adult interest. These include breaking the smoking habit, growing up with foster parents and managing money.

This series includes five books. They are written for grade levels 1-5.

Continued...

TRAINER'S GUIDE Continued

"Turn to page T14 in Teacher's Edition - Book I: Teaching Notes. Follow these simple instructions for teaching Unit A which starts on page 4. All of Unit A addresses teaching the alphabet. You will also find instructions to the tutor printed in blue at the top of every page.

"The best way to help you understand this core material is to have you pair up. Read the instructions for Unit A on page T14. Then read the instructions in blue on pages 4 and 5."

☞ 4. **SAY:** "Continuous review & assessment is also an important element in this series.

"Look at the interesting way comprehension is incorporated into the reading activity on pages 78 and 79. The word list on page 80 includes the words your student has learned to read in this book. There are some suggested activities for using these words at the top of the page.

The last page is a diagnostic placement form. The instructions for its use are at the bottom of the page.

The lesson formats are all the same. You just have to familiarize yourself with the content."

CHALLENGER

1. **INTRODUCE** *"Challenger"* Teacher's Manuals I to V (single book), Student Book I and Answer Key.
2. **PRESENT** and distribute one copy of each for every two tutors.

☞ 3. **SAY:** "*Challenger*" is an eight-book series designed for adult and adolescent students. The series takes students from the beginning stages of reading to critical reading, writing and reasoning skills.

"Books one and three focus on a group of adult characters in a variety of realistic situations. Books two and four contain non-fiction pieces which enable the student to expand his/her knowledge. Books five through eight adapt selections of American literature to the student's reading level. Selections include excerpts and adaptations from O. Henry, Ernest Hemingway, Pearl S. Buck, Dorothy Parker, Ray Bradbury, Mark Twain, and other well-known writers.

"A Teacher's Manual accompanies the series".

Continued...

TRAINER'S GUIDE Continued

"Upon completion of these eight books your student will be reading at a 9th grade level. Each book has 20 lessons, each lesson builds on a controlled vocabulary introduced in previous lessons. Every lesson includes Reading Selections, Writing Exercises and Reinforcement Activities. The type of student best suited to *"Challenger"* has some basic skills. He doesn't need constant support and enjoys working independently. The Teacher's Manual offers practical suggestions about procedures and techniques for working with students. *"Challenger"* is also a good follow-up series after completing the *"Laubach"* or *"Reading For Today"* books."

4. **INTRODUCE** and identify Teacher's Manual 1-5, Skill Book 1 and Answer Key.

☞ 5. **SAY:** "The Scope and Sequence charts on pages 10 through 23 in the Teache'rs Manual lists all the skills taught in Books 1-5 and the lessons in which they are taught.

"The author has included a segment in this manual called "Preparing to Teach." Turn to page 26 through 56. I'm going to give you a few minutes to scan this material. I want you to see for yourselves the wealth of practical information for the tutor that has been included in this book. I hope you all have, or make, the opportunity to get one of these Teacher's Manuals and read this section.

"Turn to page 58 in your Teacher's Manual and page 6 in the Student's Book. In this lesson you'll be working on the long and short vowel. Each lesson designates the primary and secondary emphasis being taught. (Have someone read). There is a complete script which tells you exactly how to teach the chart. The chart words and the words for study set the student up for success when he reads the story.

"What rule is he being introduced to in exercise 2 at the bottom of the page?

"That is the extent of lesson one. But *"Challenger"* is designed for more independent study so you could perhaps go through more than one chart and story and assign the writing lessons as homework. An answer key has been provided so the student can check his own work."

7. **SHOW** the tutors the answer key.

Continued...

TRAINER'S GUIDE Continued

8. **INTRODUCE** "LITSTART" to the participants. Have them turn to page 242-243 (Selected Publishers of Adult Materials). Suggest to volunteers that once they know the level of their student they may want to call publishers and ask for catalogs and samples.
9. **NOTE:** Let the tutors look at books in the time that remains.

   Trainers: If you have any materials that you would like to introduce, do so at this time.

Session #5:

Basic Literacy/ABE

DECODING

Trainer's Instructions

PLANNING THE SESSION

TIME

The time required for this session will be approximately 60 minutes.

MATERIALS

Decoding Module and accompanying overheads and handouts.

1. Handout/Overhead 5.1: *"The Four Areas of Decoding"*
2. Handout/Overhead 5.2: *"Categories of Sight Words"*
3. Handout 5.3: *"How to Teach Sight Words"*
4. Handout 5.4 & 5.4A: *"Dolch Word List"*
5. Handout 5.5 - 5.5D: *"Adult Survival Words"*
6. Handout 5.6: *"Multiple Spelling Choices"*
7. Handout 5.7 - 5.7C: *"Phonograms"*
8. Handout 5.8 & 5.8A: *"Glossary of Terms"*
9. Handout/Overhead 5.9: *"A Method for Teaching Phonics"*
10. Handout/Overhead 5.10: *"Multi-Sensory Defined"*
11. Handout 5.11: *"Phonics Lesson"*
12. Handout 5.12: *"Six Kinds of Syllables"*
13. Handout 5.13: *"Spelling Rules"*
14. Handout 5.14 - 5.14B: *"Word Structure"*

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will have an understanding of the four areas of decoding and will be able to apply them to their core materials.

OUTLINE OF MODULE

TITLE

DECODING

GOAL

Tutors will understand decoding, its importance within the total act of reading, and will have knowledge of basic decoding skills to use in the tutoring process.

OBJECTIVE #1

Tutors will identify those basic skills needed for decoding.

MATERIALS

Handout 5.1: *"Four Areas of Decoding/Definition of Decoding"*

TIME

15 minutes

OBJECTIVE #2

Tutors will practice methods and/or techniques in the areas of sight words, phonics, word patterns/families, and word structure.

MATERIALS

1. Handout/Overhead 5.2: *"Categories of Sight Words"*
2. Handout 5.3: *"How to Teach Sight Words"*
3. Handout 5.4: *"Dolch Word List"*
4. Handout 5.5: *"Adult Survival Words"*
5. Handout 5.6: *"Multiple Spelling Choices"*
6. Handout 5.7: *"Phonograms"*
7. Handout 5.8: *"Glossary of Terms"*
8. Handout 5.9: *"A Method for Teaching Phonics"*

Continued...

OUTLINE OF MODULE Continued

9. Handout/Overhead 5.10: *"Multi-Sensory Defined"*
10. Handout 5.11: *"Phonics Lesson"*
11. Handout 5.12: *"Six Kinds of Syllables"*
12. Handout 5.13: *"Spelling Rules"*
13. Handout 5.14: *"Word Structure"*

TIME:

45 minutes

Session #5:

Basic Literacy/ABE

DECODING

Trainer's Presentation

DECODING MODULE

OBJECTIVE #1

1. **DO:** Write on the chalkboard: drud swax spangering.

☞ 2. **SAY:** "Will someone please read these words?"

"How did you arrive at the pronunciation of these words?"

"What strategies did you use?"

3. **DO:** Write the responses on the chalkboard. They may include rhyming, sounding out, recognizing patterns...

☞ 4. **SAY:** "You have just decoded some nonsense words."

5. **DO:** Write the word decoding on the chalkboard.

☞ 6. **DO/SAY:** *Circle the letters d and e.* "This is a prefix."

Circle the letters i, n and g. "This is a word ending."

Mark the o as a long vowel (ō). "You know it's a long vowel because before adding the ending ing to the root word code, you had to drop the final e, which allowed the o to be long."

☞ 7. **SAY:** "We never need to stop and do this to known words, but when we encounter unknown words and we try to sound them out, define them, or spell them, we use strategies to decode them."

8. **SHOW** Overhead/Handout 5.1: *"Four Areas of Decoding"*

☞ 9. **SAY:** "To a new reader, words and letters are just marks on the page. The new reader must acquire the keys for unlocking text. The skill of unlocking text is known as decoding. Sight words, phonics, word patterns or families and word structure are four strategies that successful readers use to unlock text."

10. **DISCUSS:** Refer to Overhead 5.1: *"Four Areas of Decoding"* - continue to read through the definitions.

☞ 11. **SAY:** "Throughout the remainder of this session we will take a look at, and then explore some tutoring techniques for the areas we have just discussed."

Continued...

DECODING MODULE Continued

OBJECTIVE #2

Tutors will identify those basic skills needed for decoding.

☞ 1. **SAY**: "The first area of decoding that we will discuss is that of sight words. Remember that a sight word is a word that is recognized instantly and as a whole."
"All the words your student learns will eventually become sight words. Our goal is to help our students build as large a sight vocabulary as possible."

2. **SHOW:** Overhead/handouts 5.2: *Categories of Sight Words*

☞ 3. **SAY/DISCUSS:** "Some words must be taught as sight words from the very beginning. These words may be:

1. "Phonetically irregular; they do not fit the rules of phonics, students cannot sound them out." Example: walk, laugh, two.

2. "Students have not yet aquired the phonetic skills to sounds words out. The words are too hard and beyond the student's present word attack skills." Example: opportunity, consultation, analyze.

3. "High frequency words; a set of words that occur regularly in all print." Examples: the, from, that.

4. "Survival words; words that the student needs to learn. It your student requests assistance with filling out a job application, you may begin by forming a list of words associated with filling out job applications." Examples: previous employer, experience, references.

☞ 4. **SAY**: "There are many ways to teach and practice sight words. Let's take a look at some activities you can use with your students."

5. **DISTRIBUTE:** Handout 5.3: *How to Teach Sight Words and Activities*

☞ 6. **SAY:** "While I read through these activities I will demonstrate a few of the techniques which you will practice later on."

Continued...

DECODING MODULE Continued

7. **DO:** Pull out your flash cards that contain sight words from either the Dolch Word List or your own and demonstrate some of the activities from Handout 5.3: *How To Teach Sight Words and Activities.*

8. **ACTIVITY (Role Play):** Participants get into pairs. One plays the role of student and the other plays the role of tutor. Let pairs decide which category of sight words they choose to practice. Offer the following choices: 1) Dolch Sight Word List, (Handout 5.4) 2) Adult Survival Words (Handout 5.5), or 3) Reading Passage introducing new words prior to reading (find in the core materials).

☞ 9. **SAY:** "Tutors, teach sight words to your students using Handout 5.3 as your guide. Participants trade roles after you have taught four new words to your student."

☞ 10. **SAY**: "Until sight words are learned, they should be studied for a certain amount of time each session." (For more information on teaching sight words look at page 73 in the LITSTART Manual).

☞ 11. **SAY:** "Let's take a look at phonics".

☞ 12. **SAY**: "Students who are new readers, or those who have had difficulty in the past with reading, need to be able to break the barrier by learning the code. When we teach our students phonics we are teaching them the code of our language."

☞ 13. **SAY**: "It is, however, a complex code since one sound may have many symbols and one symbol may stand for more than one sound. The English language has forty-five basic sounds with only twenty-six letters of the alphabet representing them. Seventy common phonograms have been developed to represent our written language."

☞ 14. **SAY**: "Your role as a tutor is to monitor your student's growing phonics skills. The core materials guide you through your phonics teaching. You will need to be able to provide extra practice and help for your student as needed.

"It is important that you are able to:

1. Model sounds of individual letters and combinations of letters and assist in blending these sounds to form new words.
2. Suggest and/or encourage your student to devise key words that will aid in remembering letter/sound relationships.
3. Provide additional oral practice in listening for and pronouncing the different letter sounds.

Continued...

DECODING MODULE Continued

"Let's look at some techniques that will allow you to assist your student."

15. **DISTRIBUTE** Handout 5.6: *"Multiple Spelling Choices"*

☞ 16. **SAY:** "Please look at Handout 5.6. Remember one sound may have many symbols. Notice all of the ways to spell the long a sound."

17. **DISTRIBUTE** Handout 5.7A: *"Seventy Phonograms"*

18. **SAY:** "Please look at Handout 5.7. Remember one symbol may stand for more than one sound. Notice that the phonogram ou has four sounds."

19. **DISTRIBUTE** Handout 5.8: *"Glossary of Terms"*

☞ 20. **SAY:** "Please look at Handout 5.8. This glossary defines terms that you will need to become familiar with as you are teaching phonics. We referred to the term "phonogram" in the previous handout. Note the definition for "phonogram" is a written symbol which represents a single speech sound.

"As we continue to talk about teaching phonics, use these handouts as a reference."

21. **DISTRIBUTE** Handout/overhead 5.9: *"A Method for Teaching Phonics"*

22. **REVIEW** with participants.

23. **DISTRIBUTE** Handout/overhead 5.10: *"Multi-Sensory Defined"*

24. **REVIEW** with participants.

☞ 25. **SAY/DO:** "I am going to demonstrate how to teach phonics with flash cards using a multi-sensory approach. I will teach you as if you are my students." Prepare a set of flash cards including the consonants and vowels. For this demonstration you will be practicing the consonant and short vowel sounds. This activity allows you to model the correct pronunciation of the letter sounds.

☞ 26. **SAY:** "You can do this activity with your student at the beginning of each lesson. You will prepare flash cards as you introduce new sounds. As your student learns the cards, you compile a review stack. The review stack is what you practice prior to starting a new lesson. Students can see their accomplishments as the review stack gets larger. As students become more efficient with the cards, you can mix them up and eventually remove them from the stack."

Continued...

DECODING MODULE (Continued)

27. **DO:** Using your consonant and vowel flash cards, demonstrate the following steps:

STEP 1

a) **Tutor:** shows card to students. (Presenters role)

b) **Student:** says sound or sounds for letter. (Trainees role)

- If students need help with remembering a letter sound, offer key words to help them. Tell them the sound of the letter if they cannot recall.
- As you review the consonant and short vowel sounds, review these concepts:

c card - c has two sounds as in cat and cent.
c followed by e, i, or y may say "s".

g card - g has two sounds as in got and gym.
g followed by e, i, or y may say "j".

qu card - q and u are always together in a word.

y card - y can be both a consonant and a vowel. When y is at the beginning of a word, it is a consonant. When y is in the middle or end of a word it is a vowel. Letters y and i have the same vowel sounds.

STEP 2

a) **Tutor:** says sound (does not show card to students).

b) **Student:** writes down the letter that represents the sound dictated to them. Says sound as it is written.

- If a student needs help with remembering a letter sound, offer key words to help him/her remember.

- If a student cannot recall which letter to write down, instruct him/her to draw a line on their page to take its place. It's OK because he/she will continue to review until recall becomes automatic.

☞ 28. **SAY:** "When you looked at the letter on the card and told me the sounds of that letter, which senses where you using?" RESPONSE: Visual - Auditory.

Continued...

DECODING MODULE Continued

"When I said the sounds back to you and you wrote the letter that represented the sound on your paper, which senses were you using?" RESPONSE: Auditory - Kinesthetic.

"Now you are going to practice the same approach with a partner."

29. **ACTIVITY (Role Play):** Ask participants to get into pairs. One plays the role of student and the other plays the role of tutor. Give each pair ten blank cards. Ask pairs to refer to Handout 5.7: *"Phonograms"*. The tutor needs to select 10 phonograms and write them on the blank cards. (We will assume that the phonograms selected have been presented to the student in a previous lesson.). Tutors and students practice Step 1 and Step 2. Write the steps to be followed on the blackboard.

STEP 1

Tutor shows card to student. Student says sound or sounds representing the letter.

STEP 2

Tutor says sound but does not show card to the student. Student writes down the letter that represents the sound dictated. Says sound as it is written.

☞ 30. **SAY:** "We have practiced individual sounds. The next step is to blend the individual sounds into larger units and these units into syllables, and syllables into words. I am going to demonstrate a phonics lesson practicing these steps."

31. **DO:** Demonstrate Handout 5.11: *"Phonics Lesson"* or choose a phonics lesson from the core material.

☞ 32. **SAY:** "Whether your student has a problem with reading and/or spelling, exposure to a structured phonic base will help in the development of word analysis skills. Your student may move through the beginning sounds and rules very quickly. However, when an area is discovered in which he is weak or confused, it should be clarified and drilled until it is understood. You will be providing your student with the "tools" to break down multi-syllable words into simple syllables that are easier to decode for reading and spelling."

33. **DISTRIBUTE** Handout 5.12: *"Six Kinds of Syllables"* and Handout 5.13: *"Spelling Rules"*.

Continued...

DECODING MODULE Continued

☞ 34. **SAY:** "Handout 5.12 and 5.13 are provided as a reference. Remember that your core material will guide you through the order in which you will teach these concepts. For more information on teaching phonics, look at pages 74-87 in the LitStart Manual.

35. **DO:** Write on the blackboard word patterns or families.

☞ 36. **SAY:** "What do you hear when I say these clusters of words?"

cat hat bat
pig fig rig
set met bet

37. **DO:** Allow tutors to comment until someone points out the rhyming word patterns.

☞ 38. **SAY:** "By teaching with word patterns you can be of great help to your student. A word pattern is a grouping of letters which always sound the same. By substituting different initial consonants, a number of words can be learned with very little difficulty. I am going to demonstrate a technique for teaching word patterns."

39. **DO:** Demonstrate the following steps in teaching word patterns:

Step 1: Tutor writes the first word in pattern: sat
Then under it vertically: mat

Step 2: Tutor says, "If s, a,t is sat, what is m, a, t?"

Step 3: If student responds correctly, add more words in pattern.

- If student gives no response, review possible elements of difficulty. He may not know the sound of m. He may not know the sound of the letter pattern "at".

40. **ACTIVITY (Role Play):** Ask participants to get into pairs, one to play the role of student and the other to play the role of tutor. Assign two word patterns to each pair. Tutors teach students using the steps for teaching word patterns. Write the steps to be followed on the blackboard.

Here are some word patterns that can be assigned for this activity. You may want to write them on cards prior to this activity.

__ack
__ash
__eck
__ent
__est
__ilk

__old
__ome
__olt
__ose
__ule
__ute

__ait
__eem
__eep
__et
__at
__end

__ist
__it
__ub
__ump
__ush
__ade

__ime
__ild
__ean
__all
__alk
__ar

__ong
__ing
__ang
__ung
__oll
__ift

__ave
__een
__ipe
__oat
__each
__oad

__arn
__en
__ould
__eet
__oom
__ought

__ub
__ob
__ay
__ook
__ool
__oom

Continued...

DECODING MODULE Continued

☞ 41. **SAY:** "Teach word patterns in conjunction with your core material. When the textbook introduces the short e sound, you might teach the__et pattern to reinforce the core material lesson. More tips for teaching word patterns are in the LITSTART Manual pages 88-90."

"The last area of Decoding that we will look at is word structure. Word structure includes prefixes, suffixes, compound words and contractions."

42. **DISTRIBUTE** Handout 5.14: *"Word Structure"*. Briefly go through each section with the tutors.

☞ 43. **SAY:** "If basic decoding skills are carefully developed, the learner will encounter less difficulty with more complex application. When a sufficiently large reading vocabulary has been acquired begin to work on comprehension skills."

Session #5;
Basic Literacy/ABE
DECODING
Handouts/Overheads

Handout 5.1 -DECODING

FOUR AREAS OF DECODING

SIGHT WORDS

Learning words as a single unit

PHONICS

Learning words by combining sounds

WORD PATTERNS

Learning words by recognizing common patterns

WORD STRUCTURE

Learning words by recognizing prefixes, suffixes, roots and their meanings

DEFINITION OF DECODING

Decoding involves the translation of written letters, words, or phrases into a form of speech, either orally or silently.

In learning to read, it is to the benefit of the student to learn basic skills to decode or decipher the language involved. These skills allow a student to attack unknown words with success.

Handout 5.2 -DECODING

CATEGORIES OF SIGHT WORDS

PHONETICALLY IRREGULAR WORDS

Words that do not fit the rules of phonics. Students cannot sound these words out phonetically.

EXAMPLES: walk, laugh, two

ADVANCED WORDS

Students have not yet acquired the phonetic skills to sound words out. The words are too hard and beyond the student's present word attack skills.

EXAMPLES: opportunity, consultation, analyze

HIGH FREQUENCY WORDS

A set of words that occur regularly in all print.

EXAMPLES: the, from, that

SURVIVAL WORDS

Words that the student needs to learn. If your student requests assistance with filling out a job application, you may begin by forming a list of words associated with filling out job applications.

EXAMPLES: previous employer, experience, references

WORD STRUCTURE Continued

ROOT WORDS continued

Root	Meaning	Example
min	imitate	mimic
nov	new	novice
phob	fear	hydrophobia
pos	to place	deposit
puls	drive, force	compulsive
radi	ray	radiant
schol	school	scholastic
veri	truth	verify
zo	animal	zoology

COMPOUND WORDS

Two words are joined together to make a new word with its own meaning.

baseball everyone sometimes

CONTRACTIONS

Two words shortened to one, using an apostrophy to replace missing letters.

aren't you're haven't

Session #5;
Basic Literacy/ABE
COMPREHENSION
Trainer's Instructions

PLANNING THE SESSION

TIME

The time required for this session will be approximately 60 minutes.

MATERIALS

1. Comprehension Module and accompanying overheads and handouts.
2. Overhead/Handout 5.1, 5.1A: *"Cloze Passage Unfamiliar"* and *"Cloze Passage Familiar"*.
3. Handout 5.2: *"Untitled Passage"*.
4. Handout 5.3: *"SQ 3R"*.
5. Handout 5.4, 5.4A: *"Questioning Strategies"*.
6. Handout 5.5: *"Directed Reading Activities"*.
7. Handout 5.6: *"Love Letters Passage"*.
8. Handout 5.7: *"Cloze Procedures"*.

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will gain an awareness of the reading process. They will learn techniques which will enable them to increase their student's comprehension.

OUTLINE OF MODULE

TITLE

COMPREHENSION

GOAL

Tutors will gain an awareness of the role comprehension plays in the reading process. Tutors will be exposed to a variety of comprehension strategies and will practice these techniques through a series of exercises.

OBJECTIVE #1

Tutors will view the goal of reading comprehension and will gain an awareness of the reading process by identifying the broad range of behaviors involved in gaining meaning from print.

MATERIALS

1. Overhead 5.1: *Cloze Passages*
2. Handout 5.1: *Untitled Passage and Questions*

TIME

15 minutes

OBJECTIVE #2

Tutors will identify reading strategies which can be used before reading, during reading, and after reading which increase comprehension.

MATERIALS

1. Handout 5.2: *SQ3R*

TIME:

15 minutes

Continued...

OUTLINE OF MODULE Continued

OBJECTIVE #3

Tutors will become familiar with two tutoring techniques which will help their students get meaning from print.

MATERIALS

1. Handout 5.3: *Questioning Techniques*
2. Handout 5.4: *Directed Reading Activity*
3. Handout 5.5: *Reading Passage*
4. Handout 5.6: *Cloze Procedure*

TIME

30 minutes

Session #5;

Basic Literacy/ABE

COMPREHENSION

Trainer's Presentation

TRAINER'S GUIDE

MATERIALS

1. Tutor Training Guide

ACTION SUMMARY

1. **SAY:** "Learning to read is more than just saying the words written on the page. The skilled reader has learned to approach the text with a variety of strategies chosen with regard to the following items.

   "Good reader strategies:

    1. Reason for reading the text
    2. Prior knowledge of topic
    3. Interest in the topic
    4. Understanding of vocabulary in the text

   "Reading is bringing meaning to and getting meaning from text."
2. **PRESENT** module on Comprehension. Use materials as written.

Continued...

COMPREHENSION MODULE

OBJECTIVE #1

☞ 1. **SAY:** "Now we're going to look at two cloze passages. A cloze passage is made by deleting every 5th, 6th or 7th word in a passage.

"Giving the student a cloze passage forces him or her to rely on context to read the passage. It's also a means to assess a student's comprehension level.

"You'll get a handout later which further explains cloze."

2. **SHOW** Overhead 5.1, revealing only *Cloze Passage - Unfamiliar* or distribute Handout 5.1.

☞ 3. **SAY:** "What is this passage about?"

4. **DISCUSS:** Allow for a few comments.

5. **SHOW** Overhead 5.1A: *Cloze Passage - Familiar* or distribute Handout 5.1A.

☞ 6. **SAY:** "What's the second passage about? Which passage was easier to read? Why?

7. **DISCUSS:** Solicit discussion.

☞ 8. **SAY:** "Why can you infer meaning when material is familiar without being able to read every word?"

"The more knowledge and experience you have, the less print your have to read in order to understand the material.

"How can you help your students to get meaning from the material they are reading?"

9. **DISCUSS:** Tutors' suggestions may include the following: Discuss the topic before they read; select materials of high interest; provide experience related to the topic.

☞ 10. **SAY:** "Using the experience and knowledge that we already have is essential to comprehension of the writer's message. We use many clues to help us relate the writer's words to our own experience.

"Read this passage to yourself and answer the questions."

11. **DISTRIBUTE** Handout 5.2: *Untitled Passage.*

12. **OBSERVE** the tutors as they read the passage. Allow 4 or 5 minutes for them to finish the exercise. Note any signs of difficulty or distress.

☞ 13. **SAY:** "What do you think this passage is about?"

14. **DISCUSS:** Allow for any comments.

Continued

COMPREHENSION MODULE

☞ 15. **SAY:** "I have another piece of information which might be helpful. The title of the passage is 'Washing Clothes' ".

16. **DISCUSS:** Allow for any comments.

☞ 17. **SAY:** "It is clear to see that in this instance, the title provides critical information about the meaning of the passage."

OBJECTIVE #2

Tutors will identify reading strategies which can be used before reading, during reading, and after reading which increase comprehension.

☞ 1. **SAY:** "You saw how important knowing the title of the passage was in the last activity we did. What other clues or information should we look for before we start reading?"

2. **DISCUSS:** Tutors will suggest a variety of clues. These may include:

Look at the title.
Look at illustrations.
Look at subheadings.
Note the location where materials are found.
Pre-read questions.
Look for proper nouns.
Preview vocabulary words.

☞ 3. **SAY:** "As you are reading, what do you do to be sure you are understanding what you are reading?"

4. **DO:** Write any responses on the blackboard. There may only be a few if any.

☞ 5. **SAY:** "Because you use comprehension strategies automatically and because you were probably never taught comprehension techniques and strategies you use every day.

"Let's study our own comprehension process for a minute. Look at this sentence and tell me what you think the next word will be."

6. **DO:** Pre-write on flip-chart: Coffee cake is often coated with nuts and salt.

☞ 7. **SAY:** "If you read this word in this sentence, what would you do? Would you continue reading?"

8. **DISCUSS:** Accept tutors' answers until you get a response something like this:

"Stop, reread the sentence to re-evaluate content or go on reading and look for more information to establish context."

Continued

COMPREHENSION MODULE

☞ 8. **SAY** (CONT.): "As you are reading you are constantly making judgments about the meaning of what you are reading.

"You are predicting what will come next based on your comprehension so far and if your predictions are not confirmed you will not be able to continue reading for meaning until you have re-established a mental framework for this particular material.

"Making and then confirming predictions is a strategy good readers use. Good readers also establish a mental framework."

9. **DO:** Erase the word "salt" and write a different word that may be unknown in the sentence: dextrose.

10. **DISCUSS:** Someone might suggest that the reader should look "dextrose" up in the dictionary.

☞ 11. **SAY:** "Most of you would probably go on reading and hope that something in the text would explain this term or you would assume it's another word for sugar.

"This strategy is known as the use of context. The use of context is a good comprehension strategy. It is efficient and it keeps the reader involved in the reading process.

"Let's stop for a moment and quickly review the three strategies we've discussed so far. Can you name those strategies?"

12. **DISCUSS:** Allow tutor responses until you hear the following specific strategies. Write these on the blackboard:

Using prediction.
Establishing framework.
Using context.

☞ 13. **SAY:** "You probably have developed other strategies which help you to use your reading time and skills more efficiently. These same skills will probably be helpful for your students.

"After reading is completed there are further activities which will reinforce the material read. What techniques do you use to try to remember and understand what you have read?"

Continued

COMPREHENSION MODULE

14. **DISCUSS:** Elicit these responses and write them on the blackboard. Provide those not contributed by the tutors.

Answer any questions provided.
Selective rereading.
Recall the story.
Explain the plot to a friend.
Read further on the subject.
Discuss the subject with someone.
Make notes, write about it.

☞ 15. **SAY:** "Some of you may have heard of a technique called SQ3R. It is a study technique which has activities for each stage of the reading process, pre-reading, reading, and post-reading."

16. **DISTRIBUTE** Handout 5.3: *SQ3R* and read through the steps with tutors.

☞ 17. **SAY:** "These are steps you should lead your student through on a regular basis until the student can follow the steps without your assistance.

OBJECTIVE #3

Tutors will become familiar with two tutoring techniques which will help their students get meaning from print.

☞ 1. **SAY:** "Two more techniques you can use as a tutor to help your student get meaning from print are questioning and directed reading. We will review questioning techniques and then practice a directed reading activity."

2. **DISTRIBUTE** Handout 5.4 & 5.4A: *Questioning Strategies.*

3. **DO:** Have tutors take turns, each reading a paragraph.

☞ 4. **SAY:** "Now we are going to do an activity called the Directed Reading Activity in which you will use some of the techniques we have discussed."

5. **DISTRIBUTE** Handout 5.5: *Directed Reading Activities* and read through with tutors.

☞ 6. **SAY:** "The post-reading activities include selective re-reading using the assisted reading method. In this method the tutor and student read out loud together.

Continued

COMPREHENSION MODULE

"The cloze exercise referred to here is a technique which reinforces the use of context in reading and it also can be used for an assessment of reading comprehension.

"We'll discuss this more in a few minutes. Now, please find a partner and decide who will be the tutor and who will be the student."

7. **OBSERVE** as tutors pair up. In the case of an uneven number create one group of three and ask the third person to act as another student.

☞ 8. **SAY:** "Those who are playing the part of the tutor for this activity please raise your hands and I will give you a reading passage. You will read through the passage and then do some of the prereading activities with your student. This passage is from the Challenger Series Book 2."

"Those of you who are playing the part of the student, please wait patiently while your tutor gets prepared for the tutoring session."

9. **DISTRIBUTE** Handout 5.6: *Love Letters.*

☞ 10. **SAY:** "When you are prepared to start your tutoring session, do some prereading activities with your student, allow your student to read the passage, then do some follow-up activities with your student.

11. **OBSERVE** the interaction between the participants. Watch for the application of strategies discussed earlier in the workshop. Call time when the majority of the participants have finished.

12. **SAY:** "Those of you who were tutors, how did the tutoring session go? Was there anything difficult about it?"

13. **DISCUSS:** Allow for discussion.

☞ 14. **SAY:** "In the post-reading activities the cloze exercise is listed. Here are guidelines for creating a cloze exercise."

15. **DISTRIBUTE** Handout 5.7: *Cloze Procedure* and review with the tutors.

☞ 16. **SAY:** "Now you are armed with an array of techniques to help your student get meaning from print. Feel free to experiment with any of the strategies we discussed today.

"Each student and each circumstance will favor the use of some techniques over others. By experimenting with them all, you will be able to select the ones most appropriate for each situation."

Continued

COMPREHENSION MODULE

17. **SHOW** your LITSTART Manual. - -

☞ 18. **SAY:** "An excellent source of supplemental material is in the LITSTART Manual, pages 38 through 65. Take a couple of minutes to look at these pages."

Let tutors look at Lit Start Manual while you prepare for the next session.

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their won feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5;

Basic Literacy/ABE

COMPREHENSION

Handouts/Overheads

Handout 5.1 - COMPREHENSION

CLOZE PASSAGE - UNFAMILIAR

Motions without meaning are counterproductive. It sounds like a ____________ of physics, but it ____________ a law of management ____________ and of discipline programs ____________ particular.

The fact is ____________ although supervisors are continually ____________ to discipline employees in ____________ manner that's timely, progressive, ____________ and includes open discussion, ____________ techniques have the potential ____________ encouraging poor performance.

How? ____________ process with excessive steps ____________ an initial verbal warning, ____________ verbal warning, initial written ____________ final warning, and even ____________ creates a haven for ____________ or cyclical employees.

Handout 5.1A - COMPREHENSION

CLOZE PASSAGE - FAMILIAR

When he had finished ____________ work at the patent ____________ in Washington, Bell made ____________ way to Smithsonian ____________. It was a raw, ____________ day in March, and ____________ pulled his plaid wool ____________ close around his neck ____________ plunged his hands down ____________ his pockets. Washington was ____________ good many miles south ____________ Boston, but that didn't ____________ it was any warmer, ____________ thought.

Handout 5.2 - COMPREHENSION

UNTITLED PASSAGE

The procedure is actually quite simple. First you arrange things into different groups. Of course one pile may be sufficient, depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important, but complications may arise. A mistake can be expensive as well.

At first the whole procedure will seem complicated. Soon, however, it will become just another fact of life. It is difficult to foresee any end of the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will have to be repeated. However, that is part of life.

Handout 5.3 - COMPREHENSION

SQ3R: SURVEY, QUESTION, READ, RESPOND, REVIEW

SQ3R is a study technique based on the theory that readers absorb more if they are curious about the material. (Students or employees reading assigned material may read mechanically and absorb nothing). Before students begin reading, they should:

1. **SURVEY** the material. Look at the title, the pictures, the charts, the section headings; skim for key words that give clues about the content.

2. **QUESTION** the meaning of the clues surveyed. What does the title mean? Why is the woman in the picture upset? Why was this battle important?

3. Then finally, **READ**. But read to find the answers to the questions that were just formulated.

4. **RESPOND** to the questions. Formulate new questions based on information received.

5. **REVIEW** the questions and answers. Summarize.

Lead your student through this procedure regularly.

Handout 5.4 - COMPREHENSION

QUESTIONING STRATEGIES

LEVEL	BEGINNING	INTERMEDIATE	ADVANCED
Types of questions:	who, what where, when vocabulary	why, how vocabulary	main idea vocabulary

BEGINNING LEVEL

WHO, WHAT, WHERE, WHEN - VOCABULARY

Start by checking for basic word meaning before the student starts reading. "What is a ________?" or "What does ________ mean?"

During oral or silent reading, select an appropriate interval for questioning. In the beginning, ask questions immediately after the student reads a paragraph. Make the questions simple and direct. Avoid yes or no questions.

Ask "who, what, where, when" questions.

If the student does not know the answer, have the student "look it up" in the paragraph just read. The student may need to reread the entire paragraph. Do not rush him or her. Note that you are NOT asking for a response from memory. You are teaching self-reliance and reliance on the text.

If the student has trouble with even simple questions, start asking questions in the middle of the paragraph. Reduce the interval even further if necessary, asking questions after each sentence. If the student is handling your question very well, lengthen the interval; ask questions after every 2 or 3 paragraphs or every page.

After some practice, you will be gauging the interval according to your student's needs. Difficult passages may require more frequent and more detailed questioning.

In case of an interruption, encourage the student to reread the sentence, or sometimes, the entire paragraph.

Overall try to give the student about 85-90% success. If the student is having trouble throw in some easier questions. Give praise. It is paramount the student feel successful.

When the student can consistently answer your "who, what, where and when" questions correctly at the end of individual pages of challenging reading, you are ready for the intermediate level.

Handout 5.4A - COMPREHENSION

QUESTIONING STRATEGIES

INTERMEDIATE LEVEL

WHY, HOW - VOCABULARY

"Why and how" questions have to be carefully formulated. Make sure the answer can be found in the text. Don't ask the student to make inferences or read the author's mind.

Sprinkle some who, what, where, and when questions with your why and how questions to ensure comprehension of the increasingly difficult material your student will be reading. Check for word definitions as needed.

ADVANCED LEVEL

MAIN IDEA - VOCABULARY

Main idea questions are difficult to formulate well. A main idea statement must include the full name of the person or subject discussed. It should cover the entire passage without being too general or to specific. Writers will often state their main idea in the title, the first paragraph, or the last paragraph. The main idea of a single paragraph is often stated in the first or last sentence.

Start by asking your student what (or whom) a paragraph is about. Then ask what the paragraph says about that person or concept. Help your student formulate a comprehensive statement. Start with the main idea of single paragraphs and work up to longer selections.

Handout 5.5 - COMPREHENSION

DIRECTED READING ACTIVITIES

Since silent reading of a given piece of written material is necessarily a personal and private activity, any tutor influence of a student's silent reading must happen either before or after that silent reading. Some possible instructional activities which can be "directed" or "guided" by the tutor are briefly listed below.

A. PRE-READING

1. Establish motivation - find out student interests and relate them to reading materials.
2. Build background - discuss topics found in material
3. Introduce "new" words - pronunciation and meaning
4. Preview the material - look at title, headings, pictures, questions, etc.
5. Guess the content
6. Decide a purpose for reading - for information, for pleasure, etc.
7. Encourage continuous reading for meaning - when a word is unknown, keep reading and look for the meaning in the text.

B. SILENT READING - Student must do this alone.

C. POST-READING

1. Discuss the text.
2. Ask questions about content.
3. Do selective re-reading: read a section together using the assisted reading method. Read together, stopping to discuss what is happening in the text after each sentence.
4. Work on skills - phonetic analysis, sight words, other decoding skills
5. Use some extension activities - cloze exercise, writing exercise, worksheets, tape recorder, language master, games.

Handout 5.6 - COMPREHENSION

LOVE LETTERS PASSAGE

Words for Study

Letter, written, lover, scribe, surely

LOVE LETTERS

The strangest love letter ever written was the work of a French painter in 1875. The only thing written in the letter was "I love you." What is strange about the letter is that "I love you" was written 1,875,000 times - a thousand times the year of the date!

The lover did not write this letter himself. He hired a scribe to do it for him. A scribe is a person who writes letters and other things for a living.

This painter didn't just tell the scribe he had hired to write a letter saying "I love you" 1,875,000 times and then go off to paint. This would have been too easy.

Instead, the lover stayed right there with the scribe and said "I love you 1,875,000 times. Each time he said it , the scribe had to write these three words down on paper. Surely, this must have been the most boring job that this scribe ever had!

Used by permission of Ribley International Ltd. Copyright 1944.

Handout 5.7 - COMPREHENSION

CLOZE PROCEDURE

The word cloze comes from the word closure meaning "to make whole.". In the cloze procedure certain words in a passage are deleted and the student must supply the missing words.

WHY USE A CLOZE PROCEDURE?

- to assess a student's comprehension level
- to determine if reading material is at a student's instructional level
- to place an emphasis on the meaning of words and text
- to encourage the student to use comprehension strategies (guess meaning and verify guesses)
- to assess particular skills (parts of speech, clusters, consonant blends, etc.)
- to practice the use of particular skills

TO CONSTRUCT A CLOZE EXERCISE

1. Select a passage (250 words is a good length)
2. leave the first and last sentences intact
3. *delete every 5th word (sometimes the 7th, 8th , 9th or 10th words are deleted)
4. replace all deleted words with blanks of consistent length
5. ask students to fill in blanks - no time limit (any word that makes sense in the story is considered correct)
6. assess - divide the number of blanks filled in with sensible words by the total number of blanks in the passage to get a percentage.

60 correct independent level
44-59% correct instructional level
0-43% correct frustration level

TRY TO FIND MATERIALOF INTEREST TO THE STUDENT AND AT THE STUDENT'S INSTRUCTIONAL LEVEL.

*to work on particular skills.
delete certain parts of speech (nouns, verbs, adverbs, etc);
delete words with certain consonant blends (pr-, sm-, etc).

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write your thoughts paper is provided.

Session #5:
Basic Literacy/ABE
LANGUAGE EXPERIENCE
Trainer's Instructions

TRAINING GUIDE

The time for this session will be approximately 45 minutes.

MATERIALS

1. Basic Literacy/ABE Tutor Training Guide and accompanying handouts.
2. Handout 5.1: *The Language Experience Story*
3. Handout 5.2 and 5.3: *Ideas to Get Experience Stories*
4. Handout 5.4, 5.4A and 5.4B: *Language Experience Activities*

ACTION/SUMMARY

1. **PRESENT** the trainer's guide as written.

Session #5:
Basic Literacy/ABE
LANGUAGE EXPERIENCE
Trainer's Presentation

TRAINER'S GUIDE

1. **EXPLAIN** Language Experience.

☞ 2. **SAY:** "You're going to enjoy the next session. I'm going to show you an instruction approach called Language Experience. All the techniques you've learned can be incorporated into this learning process. The beautiful part is, there are no text books or expensive materials required.

"During a Language Experience lesson, the student dictates a story, or sentences, for the tutor to write. Then the student reads back what she/he has already said. Because the vocabulary and concepts are the student's, comprehension is assured.

"Language Experience stories can result from a shared tutor/student activity such as a walk or listening to music, from a student's personal experience or problem, a picture, movie, or anything the student is interested in. Therefore, the topics are not childish or boring."

3. **DISTRIBUTE** Handout 5.1, 5.2, 5.3, 5.4, 5.4A and 5.4B: *Language Experience Story*

☞ 4. **SAY:** "The handouts 5.1 through 5.4B give you all the instructions for the Language Experience approach.

"The first page of the handouts gives you the steps to follow when you illicit the story from your student. You can follow all of these steps or some of them, depending on your student's abilities. Handouts 5.2 and 5.3 provide story ideas, handouts 5.4, 5.4a, 5.4b provide different activities you can do with the story.

"Using these suggested activities and perhaps some of your own, you can incorporate the one story into several lesson plans."

5. **DO:** Choose a tutor and have him/her dictate a story which you can write on the flip chart. This is a good way to demonstrate this technique.

6. **DO:** Have the tutors pair up.

Continued...

TRAINER'S GUIDE Continued

☞ 7. **SAY:** "Let's pair up, one taking the role of tutor, the other the student. Tutors, invite your student to dictate a story to you. Be sure to follow the instructions in item 2 on handout 5.1. What is that instruction? What does it mean? Students, you can use an Experience Story Idea from the handout 5.2 and 5.3, or use one of your own, whichever you prefer.

"When you have your story written, choose one of the activities and apply it to the story." (Handouts 5.4, 5.4A, and 5.4B)

8. **DISCUSS:** Share the resulting stories.

☞ 9. **SAY:** "We have time to share some of your stories and activity ideas. Will someone volunteer to be first?"

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their won feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5:
Basic Literacy/ABE
LANGUAGE EXPERIENCE
Handouts/Overheads

Handout 5.1 - LANGUAGE EXPERIENCE

THE LANGUAGE EXPERIENCE STORY*

EXERCISES FOR BEGINNING READERS

Use all of the following 10 steps with the beginning readers. As the example handout 5.4 illustrates, the story need not be long. Sometimes the language experience will not be one or two sentences long. Do this:

1. Invite student to tell a story or personal experience, or use one of the suggestions from Handout 5.2 and 5.3: *Ideas for Experience Stories.*
2. Tutor writes the story, word for word, as dictated.
3. Tutor reads the story, pointing to words.
4. Tutor and student, together, read the entire story, pointing to words.
5. Tutor and student read the first sentence together. Student then reads this sentence alone.
6. This process is repeated with each of the remaining sentences until the story is completed.
7. Tutor asks comprehension questions based on the story. Student reads that part of the story which answers each question.
8. Student copies story into notebook to take home, to p

practice reading and writing.

10. Tutor keeps a copy for rewriting and making exercises.

Handout 5.2 - LANGUAGE EXPERIENCE

IDEAS FOR EXPERIENCE STORIES

USE DIRECTED QUESTIONS

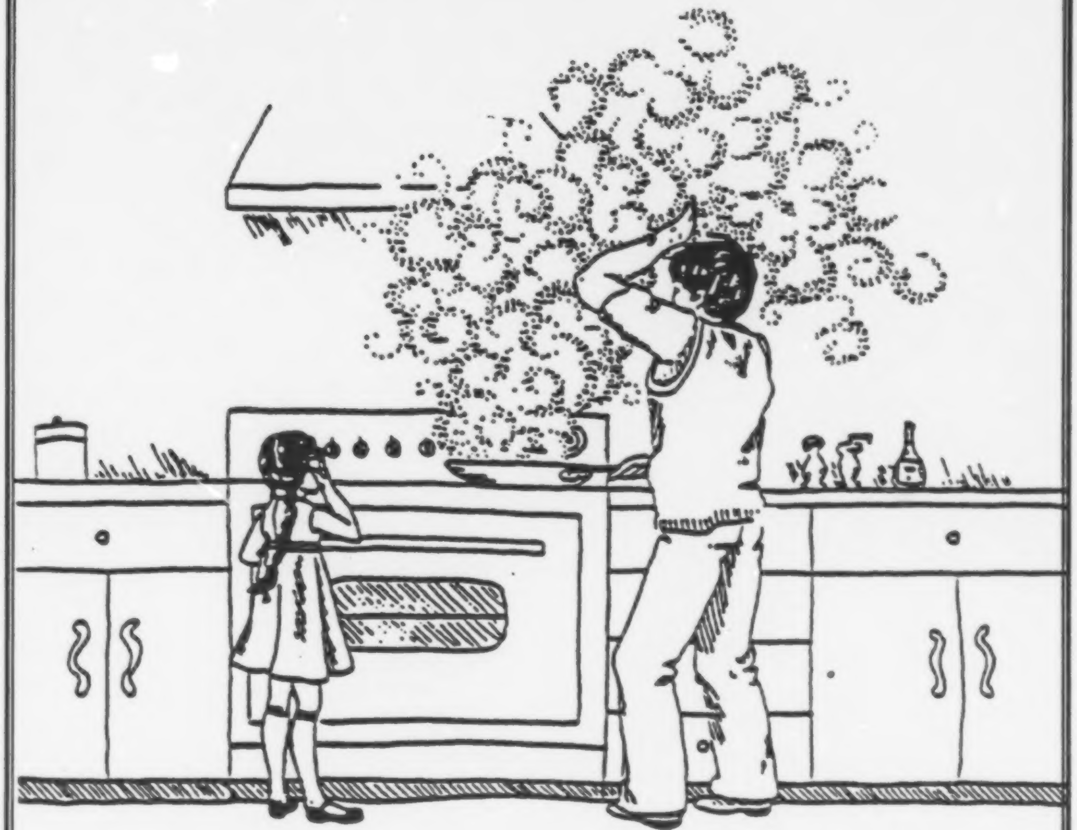
1. **Here are a few examples**:
    1. If you could have 3 wishes in life, what would they be? Why?
    2. What is your favorite hobby? Describe it.
    3. Explain the type of work you do. What parts of it do you like, and what parts do you dislike?
    4. What is the strangest thing that ever happened to you?
    5. Describe one of your funniest moments.
    6. What's the best thing/time that's happened in your life?
    7. What's the worst thing/time that's happened in your life?
    8. Write a story about your family/spouse/son/daughter.
    9. Have you ever made a mistake in life? Tell me about a memorable one.
    10. If there's anything you could change in your life, what would it be? Why?
    11. If you had an unlimited amount of time and money, where would you like to vacation?
    12. What do you like about the President's/Governor's recent performance?
    13. What's your favorite sports team?
    14. What was the best choice that you've made in the last 5 years?
2. **Take a picture from a magazine, newspaper, a poster, etc. and ask your student to tell a story about it.**
3. **For some students, you may not want to use incomplete sentences as paragraph starters. Most directed questions from section one can be made into an incomplete sentence if your student is more comfortable that way. For example:**

"What's your favorite hobby?" can be reworded as "My favorite hobby is...."
"I like..." "I dislike..." "I fear..." "I admire..." "I believe..."
"I love..." "I want..." "I hate..." "I trust..." "I think..."

4. **Read a story that interests your student and, as you go along, ask him to summarize the story.** This technique is good in helping to strengthen comprehension. Use newspaper articles, magazines, or a book chosen by your student.
5. **Ask your student to retell a movie or TV plot that interests him. You can follow this up in another class by reading together from the newspaper or TV guide.**
6. **If your student enjoys music, ask him to dictate the words from one of his favorite songs. Copy the words and use it as an experience story.**

Handout 5.3 - LANGUAGE EXPERIENCE

IDEAS TO GET EXPERIENCE STORIES



Ask:

What's going to happen next?

Beal, Kathleen Kelly. SPEAKING OF PICTURES, Book I. Steck-Vaughn Co., Austin, Texas, 1981, p. 52.

Handout 5.4 - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

This is an example of a beginning reader's story:

BEFORE DANNY

Before Danny, I didn't wake up at 4 o'clock in the morning. We didn't have toys all over the place. We didn't worry about babysitters. We just went out any time we wanted.

The possibilities for using the story for teaching specific skills are nearly limitless. Don't try too many things at once with beginners, however. The following exercises focus on one reading skill at a time. Refer back to the BEFORE DANNY story for reference as you study the following suggested exercises.

1. Individual Words

a. Student selects words he wants to learn from the first sentence.

b. Words are put on cards.

Danny	morning
didn't	o'clock

c. Student matches cards to words in the story.

d. Tutor quizzes student on cards in isolation. Shuffle cards and review.

e. Student and tutor go back through the sentence, putting all words on cards.

f. Student constructs the sentences, using his word cards.

Repeat steps a through f with each sentence of the story. Although you may put every word on cards for sentence building—you do not have to drill every word to perfection. Review thoroughly only those words that: 1) the student chooses and 2) those the tutor chooses as important. It is better to review too few words than too many words.

— BE SENSITIVE TO THE STUDENT'S FRUSTRATION LEVEL —

2. Student and tutor look for words in the story that begin with the same sound.

Before—baby	worry—wanted	time—toys	Danny—didn't

Students may have the beginning sound cards to match with words in the story.

w—went t—time

Handout 5.4A - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

3. Choose words from the story which can by rhymed. Make sure the word you start with is known in isolation.

wake	at	in	all	just	went
make	bat	bin	ball	bust	bent
bake	cat	sin	call	dust	dent
fake	mat	tin	fall	must	lent
cake	rat	win	gall	rust	rent
lake	fat	chin	hall	crust	sent
rake	hat		mall		tent

Clusters of sounds can be put on cards, along with beginning sounds, so students can "build" complete words.

b—ake p—at w—in

4. Look for words from the story which have endings.

babysitters—toys wanted—

Look for words in the story which could have endings.

mornings—places

5. For a follow-up lesson, tutors may want to write new sentences with the same vocabulary used in the original. Ask students to read.

a. Danny wakes up at 4 o'clock in the morning.

b. We have the baby sitter any time we want.

c. Danny's toys are all over the place.

d. Danny didn't worry about his toys.

3. We just didn't have any place for the toys.

6. Sentences from the story are rewritten, but words are left out.

a. We didn't have _______________ all over the place.

b. We just went out any time we _______________.

c. Before Danny, we didn't _______________ about babysitters.

d. I didn't _______________ up at 4 o'clock in the morning.

e. ____________________ Danny, we just went out.

Handout 5.4B - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

7. Sentences in the story are mixed up. Students place sentences in correct sequence.

____ We didn't worry about babysitters.

____ We didn't have toys all over the place.

____ We just went out any time we wanted. -

____ Before Danny, I didn't wake up at 4 o'clock in the morning.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write your thoughts paper is provided.

Session #5;
Basic Literacy/ABE
SPELLING & WRITING
Trainer's Presentation

TRAINER'S GUIDE

The time for this session will be approximately 45 minutes.

MATERIALS

1. Handout 5.1: *The Best Spelling Possible;* Handout 5.2: *Guided Sentence Writing;* Handout 5.3: *Journal Writing;* Handout 5.4: *6 Common Writing Problems;* Handout 5.5: *Writing Process;* Handout 5.6: *Editors Guide.*
2. Flip chart

☞ ACTION SUMMARY

1. **SAY:** "What are some ways people use writing every day?"
2. **RECORD** responses on the flip chart. Grocery lists - Thank you notes - Note to teachers - Applications, etc.
3. ☞ **DISCUSS** use of both manuscript and cursive writing.
4. **SAY:** "It is important that a student be able to use both manuscript and cursive styles of writing, since both are often required at one time or another. However, if your student wants to print instead of using the cursive style, that's okay. Just make sure he can write his name."
5. **DO:** teach writing technique as shown on pages 14 and 15 of the *Laubach Way to Reading* Teacher's Manual 1.
6. ☞ **EXPLAIN** that the goal is to be legible.
7. **SAY:** "The goal for an adult's penmanship practice is to be legible. Students develop their own style and they are the final judge.

   "Now we are going to practice and check up on our own legibility!

   "Since most of you have used the manuscript form least, please take your pencil in the opposite hand from your preferred hand. Write your name, address and a short sentence about how it feels to write with the opposite hand.

   "How did this feel? What problems did you have? Why did we use our non-preferred hand?" (Elicit that it simulates the awkwardness of a new writer.)
8. **DISCUSS** and record the responses on the flip chart.
9. ☞ **REVIEW** the goal of legibility.
10. **SAY:** "Remember the goal of learning to write is to be legible—not to be calligraphers."

Continued...

TRAINER'S GUIDE

SPELLING

☞ 1. **SAY:** "Where can we find spelling words for our students to practice?"

2. **RECORD** responses such as word lists, language experience stories, application information, in the core materials, etc.

☞ 3. **SAY:** "The best source of words is in the student's own life setting. Does the sutdent need to be able to write something specific? Think of words the student will need for a given situation."

4. **DISTRIBUTE** Handout 5.1: *The Best Spelling Possible.*

☞ 5. **SAY:** "Here is an activity you can do with students who have limited writing ability. Have them write. Spelling to the best of their ability, leaving blanks where spelling is impossible. Since the writer knows what words the spellings and blanks represent, the writer can actually read the story. I want you to get into groups of five and tell me what spelling and writing activities you would do with the story on Handout 5.1."

6. **DISTRIBUTE** one copy of LITSTART for every two tutors.

☞ 7. **SAY:** "I want to introduce you to an excellent supplemental material called LITSTART.

"Open the manual to page 107, Introduction to Spelling. They tell us spelling instruction involves two steps: 1) recognizing the sequence of letters that compose words and, 2) a general idea of the meaning of the word."

8. **DISCUSS** and review pages 107 through 126 with tutors.

WRITING

☞ 1. **SAY:** "How can we help students use and practice their spelling words? We need to provide writing practice for them.

"On pages 116 and 117 in the LITSTART manual is a writing exercise for a beginning level writer. Guided sentence writing makes a good starting place." (If manual is not available use Handout 5.2: *Guided Sentence Writing.)*

Continued...

TRAINER'S GUIDE Continued

2. **DISTRIBUTE** and practice guided writing.

☞ 3. **SAY:** "Please pair up and practice guided writing together. One of you take the role of the student and decide on the topic. The other will be the tutor and do the word map. Then trade roles and do a second word map."

4. **DISTRIBUTE** and explain Handout 5.3: *Journal Writing.*

☞ 5. **SAY:** "Another way to provide practice in both reading and writing is to keep a journal. This practice will help you both get better acquainted. Journal writing starts with a topic that you both write about. The object is to get words on paper, so spelling is ignored unless the student wants to work on it. Always date your journal entries so the student can see his/her progress.

"To practice journal writing take paper and pencil and answer this question: What do you think the hardest part of tutoring will be?"

6. **DO:** Have students write a paragraph to answer the question, and then trade papers to share their answers or have several people in class share their paragraph. This will give you an opportunity to answer their concerns.

7. **SUMMARIZE** the purpose of writing.

☞ 8. **SAY:** "The purpose of writing is to communicate ideas. In order to become proficient at anything, we have to practice. In order to motivate practice, it needs to have meaning. So finding meaningful writing for practice will be your challenge.

"A novel idea is on page 125 in LITSTART, filling in the comic strip dialogue. I think that would be fun to do with your student."

NOTE: The most efficient time to use LITSTART is when your student is having a particular problem in the core materials. Litstart is a resource which will supplement and reinforce the core material.

9. **DISTRIBUTE** Handout 5.4: *6 Common Writing Problems.*

☞ 10. **SAY:** "Here are some suggestions for helping your student with writing."

11. **DISTRIBUTE** Handout 5.5: *Writing Process,* and Handout 5.6: *Editors Guide*

☞ 12. **SAY:** "I want to share one more thing with you—the process we must go through to write acceptable papers."

Session #5:
Basic Literacy/ABE
SPELLING
& WRITING
Handouts/Overheads

Handout 5.1 - SPELLING AND WRITING

THE BEST SPELLING POSSIBLE

This is the tme of yar when u can alwes tell ____________ grdns. They the ____________ srvng zucni dacrees.

This is the time of year when you can always tell home gardners. They're the people serving zucchini daiquiris.

Handout 5.2 - SPELLING AND WRITING

GUIDED SENTENCE WRITING

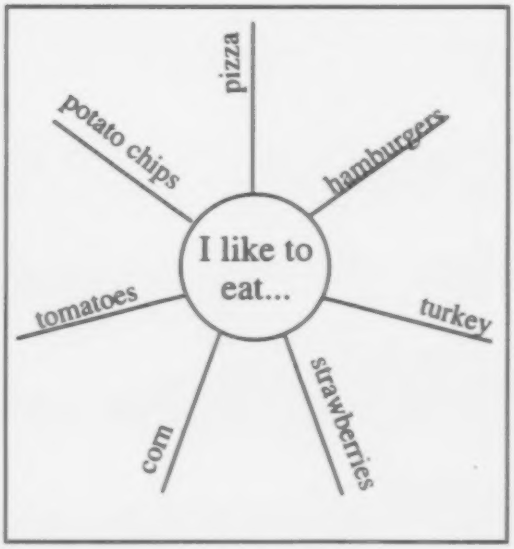
MATERIALS NEEDED:

Pencil and paper.

PROCEDURE:

1. Student supplies topic.
2. Tutor supplies words or phrases to make a word map.
3. The student creates text from the map.
4. The student reads the sentences written.

SAMPLES:


I like to eat...
pizza
hamburgers
turkey
strawberries
corn
tomatoes
potato chips

I like to eat pizza.

I like to eat hamburgers.

I like to eat turkey.

I like to eat strawberries.

I like to eat corn.

I like to eat tomatoes.

I like to eat potato chips.

From Litstart, 1989

Handout 5.3 - SPELLING AND WRITING

JOURNAL WRITING

MATERIALS NEEDED:

Pencils and two notebooks (one each for student and tutor)

PROCEDURE:

1. Start with a special question (i.e. "What are you doing for vacation?").

2. Tutor and student each keep a separate journal.

3. At each session tutor and student exchange journals and read each other's thoughts and ideas. (Spelling errors are ignored unless the student is interested in working on specific words.)

4. Tutor and student discuss and agree upon a question for next week's entry.

From Litstart, 1989.

Handout 5.4 - SPELLING AND WRITING

6 COMMON WRITING PROBLEMS

1. MISSPELLED WORDS

A. If the student misspells words he has studied, have him look up the correct spelling.

B. If the student misspells words he has not studied, tell him the correct spelling.

C. If he wonders what to do when he is writing and doesn't know how to spell a word, tell him to spell the best he can and you will work on the correct spelling together.

2. GRAMMATICAL ERRORS

A. If your student makes a grammatical error such as "I run last week," have him say the statement as though he were talking to someone. The student will usually say the phrase correctly. "I ran last week." If not, say it correctly for him.

3. SHORT SENTENCES

A. Writing complete thoughts is not the problem, but giving enough information to make the sentence interesting is. Ask open ended questions to help your student improve the sentence. How could the sentence "I went to the store," be expanded?

4. RUN ON SENTENCES

A. There is enough material in run-on sentences to usually make a number of sentences. You need to diplomatically explain how to use punctuation marks to make the material understandable to others. After the punctuation has been added, read both sentences back to your student. This allows the student to hear the difference. Punctuation becomes easier with practice. How could the sentence "We went to the beach last Sunday it was a sun shiny day we played in the sand and water and had a picnic the kids were so tired they slept all the way home I hope we go again soon," be punctuated?

5. OMITED WORDS

A. Have your student read the material aloud to you. He will recognize the omitted words.

6. CONFUSING SENTENCES

A. If you do not understand what your student has written, have him explain it to you. Then help with rewriting the material.

THE WRITING PROCESS

1. WORRYING - 15 PERCENT

2. PLANNING - 10 PERCENT

3. WRITING - 25 PERCENT

4. REVISING - 45 PERCENT

5. PROOFREADING - 5 PERCENT

Note that only 25 percent of the time should be spent in writing; the rest - 75 percent - should be spent in getting ready for the task and perfecting the initial effort. Observe also that more time is spent in revising than in any other stage, including writing.

Handout 5.3 -DECODING

HOW TO TEACH SIGHT WORDS

1. Separate the known from the unknown words. Have your student read from a word list. Put the words to be learned onto flashcards.
2. Use the word in a sentence. Write the sentence on the back of the card.
3. Have the student practice saying, spelling and writing the word.
4. Review the word regularly.

SIGHT WORD ACTIVITIES

1. Ask student to find a specific word in a magazine or newspaper.
2. Outline a word and discuss the shape or configuration of it.
3. Make a Bingo game using the sight words.
4. Make a concentration game by making two matching cards for each word used.
5. Using the student's Language Experience Story, look for specific sight words.
6. Ask the student to visualize the word
7. Have the student write the word in the air.
8. Have the student write the word in a shallow pan of sand or salt.

Handout 5.4 -DECODING

DOLCH WORD LIST

PRE-PRIMER

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. jump
19. little
20. it
21. look
22. make
23. me
24. my
25. not
26. one
27. play
28. red
29. run
30. said
31. see
32. the
33. three
34. to
35. two
36. up
37. we
38. where
39. yellow
40. you

PRIMARY

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good
17. have
18. he
19. into
20. like
21. must
22. news
23. no
24. now
25. on
26. our
27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she
35. so
36. soon
37. that
38. there
39. they
40. this
41. too
42. under
43. want
44. was
45. well
46. went
47. what
48. white
49. who
50. will
51. with
52. yes

Handout 5.4A -DECODING

DOLCH WORD LIST Continued

I

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know
22. let
23. live
24. may
25. of
26. bid
27. once
28. open
29. over
30. put
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. think
39. walk
40. were
41. when

II

1. always
2. around
3. because
4. been
5. before
6. best
7. both
8. buy
9. call
10. cold
11. does
12. don't
13. fast
14. first
15. five
16. found
17. gave
18. goes
19. green
20 its
21. made
22. many
23. off
24. or
25. pull
26. read
27. right
28. sing
29. sit
30. sleep
31. tell
32. their
33. these
34. those
35. upon
36. us
37. use
38. vary
39. wash
40. which
41. why
42. wish
43. work
44. would
45. write
46. your

III

1. about
2. better
3. bring
4. carry
5. clean
6. cut
7. done
8. draw
9. drink
10. eight
11. fall
12. far
13. fill
14. got
15. grow
16. hold
17. hot
18. hurt
19. if
20. keep
21. kind
22. laugh
23. light
24. long
25. much
26. myself
27. never
28. only
29. own
30. picture
31. seven
32. shall
33. show
34. six
35. sock
36. start
37. ten
38. today
39. together
40. try
41. warm

Handout 5.5 -DECODING

ADULT SURVIVAL WORDS

1. Adults Only
2. Antidote
3. Beware
4. Bus Station
5. Caution
6. Combustible
7. Condemned
8. Contaminated
9. Detour
10. Do Not Enter
11. Don't Walk
12. Do Not Inhale Fumes
13. Do Not Refreeze
14. Do Not Incinerate
15. Dry Clean Only
16. Do Not Puncture
17. Do Not Induce Vomiting
18. Dosage
19. Do Not Use Near Heat
20. Doctor
21. Dynamite
22. Do Not use Near Open Flame
23. Elevator
24. Emergency Exit
25. Employees Only
26. Enter At Your Own Risk
27. Entrance
28. Exit
29. Explosives
30. External Use Only
31. Emergency Vehicles Only
32. Floods When Raining
33. Fire Escape
34. Fire Extinguisher
35. First Aid
36. Flammable
37. Fragile
38. Gasoline
39. Gentlemen
40. High Water
41. Handle With Care
42. Keep Out of Reach of Children
43. Keep Closed At All Times
44. Last Chance for Gas
45. Left Turn Only
46. Loading Zone
47. Listen
48. Log Trucks 300 Feet
49. Merging Traffic
50. No Left Turn
51. No Parking
52. No Smoking
53. Noxious
54. No Swimming
55. No Passing
56. Not a Through Street
57. No Admittance
58. No Fires
59. No Minors
60. No Right Turn

Handout 5.5A -DECODING

ADULT SURVIVAL WORDS Continued

61. No Smoking Area
62. Office
63. Out of Order
64. Put on Chains
65. Pedestrians Only
66. Pedestrians Prohibited
67. Poisonous
68. Police (Station)
69. Private Property
70. Pull - Push
71. Railroad Crossing
72. Restrooms
73. Right Turn Only
74. Road Ends
75. Slide Area
76. Slippery When Wet (Frosty)
77. Stop
78. Smoking Prohibited
79. Turn Off
80. Yield Right of Way
81. Watch for Flagman
82. Winding Road
83. Wind Gusts
84. Watch Out for Log Trucks
85. Women
86. Handle With Care
87. High Voltage
88. Inflammable
89. Information
90. Instructions
91. Keep Closed At All Times
92. Keep Out
93. Ladies
94. Use in Open Air
95. Use Other Door
96. Violators Will be Prosecuted
97. X-ing

Handout 5.5B -DECODING

ADULT SURVIVAL WORDS - Transportation Words

1. Alternate Route
2. Bike Route
3. Bridge Freezes Before Road
4. Bridge May be Slippery
5. Bridge Out
6. Camping
7. Cattle Xing (Crossing)
8. Caution
9. Children Crossing
10. Congested Area Ahead
11. Construction Ahead
12. Curve
13. Danger
14. Dangerous Curve
15. Dangerous Intersection
16. Dead End
17. Deer Xing (Crossing)
18. Detour Ahead
19. Dip
20. Divided Highway
21. Do Not Block Entrance
22. Do Not Enter
23. Do Not Pass
24. Emergency Parking Only
25. End Construction
26. Entrance
27. Exit
28. Exit Only
29. Express Lane
30. Expressway
31. Falling Rock
32. Farm Machinery
33. Fine for Littering
34. Food
35. Four-way Stop
36. Freeway
37. Gasoline
38. Go Slow
39. Hidden Driveway
40. Highway Ends
41. Hill-Trucks Use Lowest Gear
42. Hospital Zone
43. Information Center
44. Intersection
45. Interstate
46. Junction
47. Keep Right
48. Left Lane Ends
49. Left Lane Must Turn Left
50. Left Turn on Signal Only
51. Local Traffic Only
52. Low Clearance
53. Low Shoulder
54. Maximum Speed ____
55. Mechanic on Duty
56. Men Working
57. Merge
58. Merge Left/Merge Right
59. Merging Traffic
60. Minimum Speed ____

Handout 5.5C -DECODING

ADULT SURVIVAL WORDS - Transportation Words Continued

61. Narrow Bridge
62. Next Gas ____ Miles
63. Next Right/Next Left
64. No Dumping
65. No Left Turn
66. No Parking This Side
67. No Passing Zone
68. No Right Turn on Red
69. No Thoroughfare
70. No Trucks
71. No Turns
72. No Turn on Red
73. North
74. Not a Through Street
75. No U Turn
76. One Way
77. One Way- Do Not Enter
78. Parking Ahead
79. Parkway
80. Pavement Ends
81. Pedestrian Crossing
82. Pedestrians Prohibited
83. Ped Xing (Pedestrian Crossing)
84. Plant Entrance
85. Private Road - Keep Out
86. Railroad Crossing
87. Ramp Speed ____
88. Reduce Speed Ahead
89. Restricted Lane Ahead
90. Resume Speed
91. Right Lane Must Turn Right
92. Right Turn Only
93. Right Turn on Red After Stopping
94. Road Closed
95. Road Construction Next ____ Miles
96. Roadside Table
97. Route
98. Runaway Truck Ramp
99. School Bus Crossing
100. School Zone When Flashing
101. Signal Ahead
102. Slippery When Wet
103. Slow
104. Slower Traffic Keep Right
105. Soft Shoulder
106. South
107. Speed Checked by Radar
108. Speed Limit ____
109. Speed Zone Ahead
110. Steep Grade
111. Stop
112. Stop Ahead
113. Towaway Zone
114. Trail
115. Truck Route
116. Turnpike
117. Two-way Traffic
118. Use Low Gear
119. Walk
120. Watch for Fallen Rocks

Handout 5.5D -DECODING

ADULT SURVIVAL WORDS - Transportation Words Continued

121. Wayside Park
122. Weigh Station
123. Weight Limit ____ tons
124. West
125. Winding road
126. Wrong Way
127. Yield
128. Yield Right of Way

Handout 5.6 -DECODING

MULTIPLE SPELLING CHOICES

VOWEL SOUNDS

(ā)	(ē)	(ī)	(ō)	(ū)	(o͞o)	(ûr - ẽr)
a	e	i	o	u	oo	er
a-e	e-e	i-e	o-e	u-e	ew	ir
ai	ea	igh	oa	ue	u	ur
ay	y	y	ow	ew	u-e	or
eigh		ie	ou	eu	ou	ar
ei	ie	y-e	oe		ue	ear
ey	ei		ough		ui	
ea	ey				eu	

(ĕ)	(ĭ)	(ũ)	(o͝o)	(ou)	(ŏ)	(oi)
e	i	u	oo	ou	o	oi
ea	y	(schwa sound a,e,i,o,u,y)	u	ow	a	oy
					au	
		ou			aw	
					augh	
					ough	

CONSONANT SOUNDS

(ch)	(d)	(f)	(g)	(j)	(k)	(n)
ch	d	f	g	j	c	n
-tch	-ed	ph	gh-	g	k	kn-
				-dge	-ck	gn
					ch	

(r)	(s)	(sh)	(shun)	(t)	(z)
r	s	sh	-tion	t	z
wr-	c	ch	-sion	-ed	s
	sc	ti			
		si			
		ci			

Handout 5.7 -DECODING

PHONOGRAMS - Consonants

CONSONANTS

b	bat			
c	cat	c	e i y	cent city cyclone
d	duck			
f	fun			
g	goat	g	e i y	gem giant gym
h	hat			
j	jump			
k	kite			
l	lamp			
m	map			
n	nut			
p	pen			
qu	queen			
r	rug			
s	sun	his		
t	tub			
v	van			
w	wig			
x	box			
y	yam			
z	zoo			

Handout 5.7A -DECODING

PHONOGRAMS - Vowels

VOWELS

					SCHWA SOUND
a	ăt	bā by	all		$\overset{ə}{\text{a}}$ bout
e	ĕnd	sē cret			o $\overset{ə}{\text{pen}}$
i	ĭn	spī der	ski		pen $\overset{ə}{\text{cil}}$
o	ŏx	pō ny	do		a $\overset{ə}{\text{tom}}$
u	ŭp	mū sic	ru by	put	cir $\overset{ə}{\text{cus}}$
y	my̆th	mȳ	candy		a nal $\overset{ə}{\text{y}}$ sis

Her first nurse works early.

er					
ir					
ur					
wor					
ear					
ar		star	dollar		
or		corn			
ee	two letter / e /	feet			
ay	two letter / a / that we do use at the end of a syllable	play			
ai	two letter / a / that we do not use at the end of a syllable	rain			
ow		cow			
ou		ground	soul	group	touch

Handout 5.7B -DECODING

PHONOGRAMS - Vowels Continued

oo		boot	foot	floor
ea		eat	bread	steak
oa	the / o / of boat	boat		
ew	that we do use at the end of a syllable	grew	nephew	
ui	that we do not use at the end of a syllable	fruit		
eigh	four letter / a /	eight		
ei		ceiling	vein	
igh	three letter / i /	light		
ie		pie	chief	
oe	the / o / of toe	toe		
ey		they	key	
tion		nation		
sion		mission	diversion	
-ci	in any syllable after the first one	precious		
-ti		cautious		

Handout 5.7C -DECODING

PHONOGRAMS Continued

CONSONANT DIGRAPHS

th		thumb	this	
sh		ship		
ch		chair	school	chute
wh		wheel		
ph	two letter / f /	phone		
ck	two letter / k /	black		

CONSONANT TRIGRAPHS

-tch	three letter / ch /	match
-dge	three letter / j /	fudge

WORD ENDINGS

ing	sing			
ang	sang			
ung	sung			
ong	song			
eng	length			
ink	sink			
ank	sank			
unk	sunk			
onk	honk			
-ed		landed	pulled	picked

Handout 5.8 -DECODING

GLOSSARY OF TERMS

1. **ACCENT**: The amount of stress or force placed on a syllable.
   Example: (re-BEL, REB-el; re-CORD, REC-ord)
2. **ANTONYM**: Words which have the opposite meanings.
   Example: (love, hate; happy, sad)
3. **AUDITORY DISCRIMINIATION**: The ability to hear and perceive differences between souds that are similar, but not the same.
   Example: (p and b)
4. **AUDITORY SENSES**: Ears, hearing
5. **BLENDING**: Moving from one sound to another to make a word.
   Example: (/ m / / a / / n / = man)
6. **BLENDS**: Two or more consonants together each making their own sound.
7. **CONSONANT**: A letter that represents a speech sound produced by the closing or the narrowing ofthe mouth or throat. All of the letters except vowels
   Example: (b, c, d, f, g, h, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y, z)
8. **CONSONANT BLEND**: Two or three consonants sounded together, in which each of the sounds is still heard distinctly.
   Example: (as, br, sm, or, str)
9. **CONSONANT DIGRAPH**: A combination of two consonants producing a single sound.
10. **DECODE**: To read by breaking apart the components of a word; blending of sounds together to make a word.
11. **DIPTHONG**: A combination of two vowel sounds that become one.
12. **DIRECTIONAL CONFUSION**: Inability of the reader to move the eye consistently from left to right; this results in reversals in reading.
    Example: (reading was for saw)
13. **ENCODE**: To spell, using auditory sense to help put together the components of a word.
14. **HOMONYM**: Words which sound the same but are spelled differently and have different meanings.
15. **KINESTHETIC SENSE**: Motor, handwriting.
16. **LONG VOWEL SOUNDS**: When sounded:
    Example: (a = baby, e = me, i = ice, o = open, u = unit, y = my, baby)
17. **PHONEME**: Smallest unit of sound.
    Example: (b, t, m, etc.)
18. **PHONICS**: The study of sound-letter relationships in reading and spelling.

Handout 5.8A -DECODING

GLOSSARY OF TERMS Continued

19. **PHONOGRAM:** Phoneme letter units. A written symbol which represents a single speech sound.

20. **PREFIX:** A syllable added to the beginning of a root word which affects the original meaning.
Example: (un safe)

21. **ROOT WORD:** The main part of a word to which a prefix and/or suffix may be added.
Example: (pre finish ed)

22. **SCHWA SOUND:** Any vowel in an unaccented syllable, which has the short "u" sound. Identify by this "ə" mark.

23. **SHORT VOWEL SOUND:** When sounded:
Example: (a = ăt, e = ĕnd, i = ĭt, o = ŏn, u = ŭp, y = gy̆m)

24. **SUFFIX:** A syllable added to the end of a root word which affects the original meaning.
Example: (old est)

25. **STOP SOUNDS:** Sounds that cannot be held. Do not hold stop sounds, say quickly and avoid an "uh" sound after it.
Example: (p, t, g, j)

26. **SYLLABLE:** A word or part of a word always having a vowel sound.

27. **SYLLABICATION:** The process of dividing a word into single syllables. It may be only one letter - a vowel.

28. **SYNONYM:** Words which have similar meanings.
Example: (cat, feline; job, work)

29. **UNVOICED SOUNDS:** Sounds made when the vocal chords do not vibrate. Put your hand on your throat to feel if there are any vibrations when the sound is made. These sounds cannot be heard from a distance, but they do have a slightly audible sound.
Example: (f, p, t, k, etc.)

30. **VISUAL DISCRIMINATION:** The ability to distinguish likenesses and differences between shapes, particularly letters and words.

31. **VISUAL SENSE:** Eyes, seeing

32. **VOICED SOUNDS:** Sounds made by vibrating your vocal chords. All vowels, long and short, are voiced. They can be heard from a distance.
Example: (g, gum; z, zoo)

33. **VOWEL:** A letter representing a sound made with the mouth open.
Example: (a, e, i, o, u, y)

34. **VOWEL DIGRAPH:** Combinations of two vowels, or a vowel followed by w, which represents a single speech sound.
Example: (ai, ow, etc)

Handout 5.9 -DECODING

A METHOD FOR TEACHING PHONICS

1. ALPHABETIC-PHONETIC

- Symbols correspond with basic sounds

2. BASIC TO COMPLEX

- Begins with individual sounds
- Individual sounds into larger units
- Letter sounds into syllables
- Syllables into words

3. SYSTEMATIC, SEQUENCED AND STRUCTURED

- Moves step-by-step through the logical structure of the language
- Allows student to rely on the rules and structure of the language rather than on just memory

4. MULTI-SENSORY

- All three language-learning systems are used simultaneously: visual, auditory and kinesthetic.

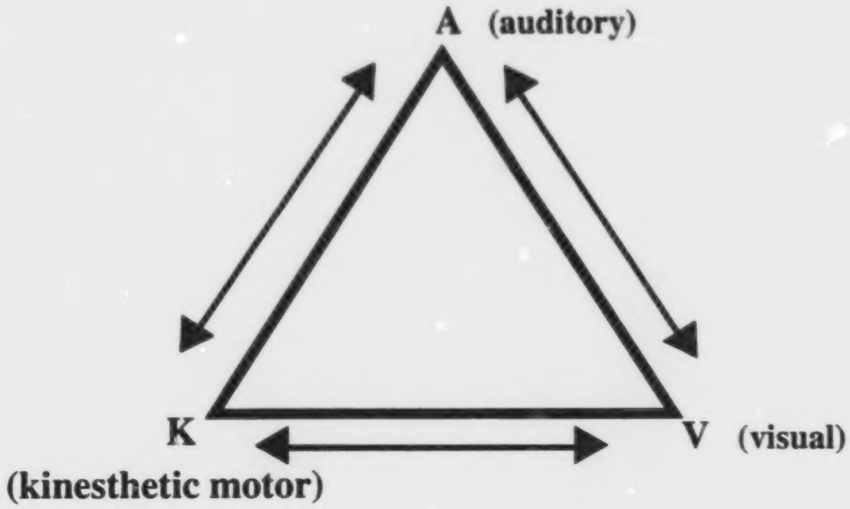
MULTI-SENSORY DEFINED

Students are taught to hear what they are looking at, and to spell what they hear.

When students write from dictation, they are using auditory-kinesthetic senses.

When they read, they are using visual and auditory. Students should read orally everything that they write.

> "Using the three sensory channels, it is necessary to structure a pattern of intake in such a way that all three sensory channels are linked in automatic association upon perception of the initial stimulus."
>
> *Beth Slingerland*



Handout 5.11 - DECODING

PHONICS LESSON

1. Dictate these consonant and short vowel combinations

lă lŭ lĕ rŭ dĭ
gă sŏ jŏ pĭ tĕ

2. Ask students to listen to the vowel sounds in these syllables. Ask if the vowel sounds are the same or different.

lat gat
lot sut
leb tup

rup lut
sot jet
dit pip

3. Dictate these nonsense syllables.

lat gat bes jit
lut sot pip ret
tep dit sut bog
rup leb bip sut

4. Dictate these words.

win sit pot hum
bet kit nut ten
net pat let sun
hut hat hop sad

5. Dictate these phrases.

in a tin pan
a pet hen

a big bed
a wet rag

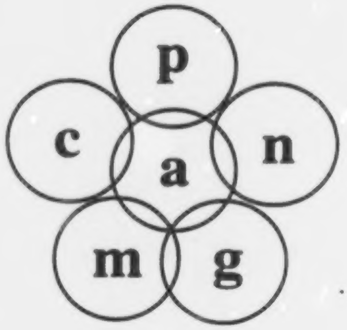
6. Dictate these sentences.

His dog can run.
The jam is on the bun.

The man is hot.
She hid the rag.

We hid the box.
The hat got wet.

7. Demonstrate word circles.



can
mag
nag
pan
pam

Handout 5.12 - DECODING

SIX KINDS OF SYLLABLES

1. CLOSED SYLLABLE

- This syllable ends in a consonant.
- The vowel sound is short.
- This syllable can have only one vowel.
- The vowel is closed in by a consonant.

Example: (met, un/self/ ish, sys/ tem/ ăt/ ic)

2. OPEN SYLLABLE

- This syllable ends in a vowel.
- The vowel sound is long.
- This syllable can be just one letter.
- The vowel is open to the next syllable.

Example: (ve/ to, i/ tem, pho/ to/ graph)

3. VOWEL/CONSONANT "E" SYLLABLE

- This syllable has a vowel, then a consonant, then an e.
- The e at the end of the syllabe is silent.
- The silent final e allows the vowel to be long (say its name).

Example: (time, stove, por/ cu/ pine)

4. "R" CONTROLLED SYLLABLE

- This syllable has at least one vowel followed by an r.
- The vowel is neither long nor short, it is control/ed by the r.
- "R" controlled phonograms include: er, ir, ur, wor, ear, ar, or.

Example: (Her first nurse works ear/ly. For/ tune, smart)

5. CONSONANT "LE" SYLLABLE

- This syllable has three letters - a consonant, an l and an e.
- This syllable comes at the end of a word and can be thought of as a word ending.
- This syllable does not have a vowel sound.
- The e at the end of the syllable is silent. The e is there so that the syllable has a vowel in it.

Example: (bub/ ble, cra/ dle, puz/ zle)

6. DIPHTHONG or VOWEL TEAM SYLLABLE

- This syllable has two vowels together making one sound.

Example: (boy, pay/ day, rain/ bow)

Handout 5.13 - DECODING

SPELLING RULES

DOUBLING RULE - Part I

When a word has only one syllable,

1. Has only one vowel,
2. Ends with only one consonant,
3. The suffix begins with a vowel,

THEN - Double the last letter of the root word and add the suffix.

DOUBLING RULE - Part II

When a word has more than one syllable - look at the last syllable.

1. If the last syllable is accented,
2. If it has only one vowel,
3. If it ends with only one consonant,
4. If the suffix begins with a vowel,

THEN - Double the last letter of the root word and add the suffix.

SILENT "E" RULE

1. Drop the "e" if the suffix begins with a vowel,
2. Otherwise, just add the suffix.

"Y" RULE

1. Words ending with a consonant and then "y", change the "y" to "i" and add the suffix.
2. If a vowel comes before the "y", just add the suffix.
3. If the suffix is "-ing" or "-est" just add the root word.

"IE" RULE

1. Write "i" before "e".
2. Except after "c" (then turn it around)
3. Or, when sounded like "a", as in neighbor and weigh.

PREFIX RULE

1. Add the prifix, don't change anything.

Courtesy of Judy Bradley/MHCC

Handout 5.14 - DECODING

WORD STRUCTURE

PREFIXES, SUFFIXES, ROOT WORDS

When students can recognize prefixes and suffixes, they are able to cut off the familiar, stable parts of a word. Words are shortened and easier to spell and read. Knowing the meanings of prefixes, suffixes and root words helps students define unknown words.

self	**auto**	**crat**	member of a group
people	**demo**	**crat**	
	demo	**cracy**	type of government
	auto	**cracy**	

PREFIXES

Prefix	Meaning	*Example*
dis-	not, opposite of	dislike
non-	not	nonsense
super-	above	superimpose
ab-	from, without, away	absent
inter-	between	interstate
in-	in, into, not	inaccurate
com-	together, with	complete
tri-	three	triangle
trans-	across	transfer
pro-	forward	proceed
per-	through	perceive
mis-	wrongly	misquote
con-	together, with	concurrent
sub-	under, below	subway
em-	in, into	embroil
ex-	out, from, away	exit
anti-	against, opposed	antisocial
pre-	before	prefix
post-	after	postscript
de-	down, from	decrease
en-	in, into	engross

Handout 5.14A - DECODING

WORD STRUCTURE Continued

SUFFIXES

Suffix	Meaning	*Example*
-ness	state or quality of being	sharpness
-ist	one who	scientist
-ish	resembling, like	stylish
-ance	act, fact of	guidance
-ty	state of, act of	certainty
-ment	state of, act of	employment
-er	one who, that which	teacher
-ant	being, one who	assistant
-ence	state of, act of	confidence
-ure	one who, result of	failure
-ward	in direction of, toward	homeward
-able	possible to	likable
-ent	one who, that which	correspondent
-ion	act of doing	confession
-ous	full of	dangerous
-ly	matter of acting, like	quickly
-age	act of, state of, place	homage
-less	without	harmless

ROOT WORDS

Root	Meaning	*Example*
aqua	water	aquaduct
bio	life	biology
cent	hundred	percent
bene	well, good	beneficial
capit	head	capital
ceive	take	conceive
corp	body	corporate
doc	to teach	doctrine
don	give	donate
ego	I, self	egotist
fin	end	final
geo	earth	geography
leg	law	legal

Handout 5.6 - SPELLING AND WRITING

EDITOR'S GUIDE

1. Who will read my work?

2. Will they find it interesting?

3. Have I spelled all words correctly? (Check words that you are not sure about. Ask a good speller to read and check your spelling for you.)

4. Have I used correct grammar and punctuation? Are periods, commas, question marks, quotation marks, exclamation points, and capital letters in the right places? (Reread to check yourself; then ask someone to double check for you.)

5. Are my ideas in the right order?

6. Have I used words that my readers will understand easily?

7. Have I used interesting words that my readers will enjoy?

8. Have I overused any words or phrases?

9. Have I used any examples or illustrations to help explain my ideas?

10. Have I omitted any important details or information?

11. Have I expressed what I honestly feel or believe? (Use tact and sensitivity in expressing negative or unpopular feelings or ideas, but do not sacrifice clarity or effectiveness.)

12. Is my ending good? Does it really end the story or idea?

13. Is my handwriting clear and easy to read?

14. Have I used my own ideas and opinions?

15. What is special about my writing that will make my readers be glad that they read it?

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write your thoughts paper is provided.

Session #5;

Basic Literacy/ABE

BASIC LESSON PLANNING

Trainer's Presentation

TRAINER'S GUIDE

The time for this session will be approximately 45 minutes.

MATERIALS

1. Flip chart
2. Handout 5.1, 5.1A: *Lesson Plan Checklist;* Handout 5.2: *Tips, Techniques and Materials;* Handout 5.3: *Lesson Plan Time Frame;* Handout 5.4A,B,C,D *Case Studies;* Handout 5.5: *Lesson Plan 1;* Handout 5.6: *Lesson Plan 2;* and Handout 5.7: *Tips for Teaching.*

ACTION SUMMARY

1. **INTRODUCE** subject of lesson planning.

2. **DISTRIBUTE** Handout 5.1, 5.1A and handout 5.2.

☞ 3. **SAY:** "Now it's time to bring everything together that we've been discussing. We've talked of reading comprehension strategies, decoding tactics, techniques for writing and spelling, and a variety of materials to make and use. Some pieces of each of these aspects should be included in each lesson.

"What core materials have you been shown that you can use when tutoring a student?" (Be prepared to hold up different materials as reminders.)

4. **LIST** on flip chart some answers such as: Laubach *Way to Reading,* Stech Vaughn *Reading for Today & Challenger.* Also refer to Materials on Handout 5.1, 5.1A: *Lesson Plan Checklist.*

☞ 5. **SAY:** "What supplemental materials and procedures have we talked about that will compliment and reinforce the core materials?"

6. **LIST** on flip chart some answers such as: flash cards, Experience Story, Cloze Procedure, SQ3R, Journal Writing, Spelling, Dolch Sight Words and LITSTART. Also refer to handout 5.2: *Tips, Techniques and Materials.*

7. **DISTRIBUTE** Handout 5.3: *Time Frame.*

☞ 8. **SAY:** "Go through Handout 5.3 step-by-step."(Impress on tutors that this is not carved in stone, but an example only).

9. **RETURN** core materials.

Continued

TRAINER'S GUIDE Continued

☞ 10. **SAY:** "I've given you a time frame and on your handouts are the materials, procedures and techniques that you've learned. Now I want you to divide into five groups, and using this information, devise a lesson plan."

11. **DIVIDE** the tutors into five groups.

☞ 12. **SAY:** "There are five case histories in your handouts. I want group one to take case history #1, David S. Study it and determine from the information that you've been given what his goals might be. Then devise a lesson plan with those goals in mind. Group two will do the same with case history #2, Patricia O. etc., etc.

"Remember the time frame is for reference only. Your lesson length will depend on circumstances, such as your student's attention span, is the lesson one-on-one or in a classroom and your available time."

13. **DISTRIBUTE** a sheet of newsprint to each group.

☞ 14. **SAY:** "Please record your finished lesson plan on newsprint so we can share and learn from each other."

☞ 15. **SAY:** "There are many different ways you can record the lesson plan. You can buy lesson plan books, use ready made charts (such as Handout 5.5 & 5.6) or a simple way is to use a steno pad. The red line in the middle of the page serves as a divider between your lesson plan and the areas in which your student needs review and reinforcement."

16. **DO:** Have steno pad made up with a mock lesson plan showing areas which need review.

Session #5:
Basic Literacy/ABE

BASIC LESSON PLANNING

Handouts/Overheads

Handout 5.1 - BASIC LESSON PLANNING

LESSON PLAN CHECKLIST

Are you aware of the goals, needs and interests of your student? How does that effect what materials you choose to work on during your sessions? Can you teach the same reading strategies, word recognition skills using a basal workbook? A language experience story? A drivers license manual? (yes!)

TIME: How often are you meeting? Monitor the time it takes to get through some activities for future planning. Lesson planning takes time. As you develop a routine of activities that work for your student, preparation time will be reduced.

PREPARATION AND ROUTINE: Revise your routine as you discover materials and activities that work. Prepare more than you need. It's also better to prepare something too easy than too difficult. You'll soon recognize your student's abilities. At some point you'll change the routine because you've finished books; achieved goals; found new materials and activities.

Keep lessons in a notebook. Make notations during the sessions about what worked and what didn't.

CERTIFICATES: Make it official! Recognize achievements with a certificate (buy blank ones from a store). Acknowledge a first time voter, the completion of a book, etc.

BACK-UP PLANS: Have some word games on hand (simple flashcards for a concentration game of sight words or compound words). Review a previous skill. Do a spontaneous language experience approach story from a picture in a magazine.

HOMEWORK: Reread a story; read a new one; read with the family; copy a language experience story; do workbook exercises; practice penmanship; practice spelling words; write in a journal, etc...

Handout 5.1A - BASIC LESSON PLANNING

LESSON PLAN CHECKLIST Continued

Tips For The **READING** Component:

Review the materials you'll cover during the session. Decide what strategies and activities you will prepare before, during and after reading.

Tips For The **WORD RECOGNITION** Component:

What skills from the checklist do you want to cover? (5) Sight words? Initial consonant sounds? Do you want to include words from the above reading to teach skills or introduce skills from a different source? How much do you want to introduce? Did you do a review from last session?

Tips For The **WRITING** Component:

Decide whether this will include an exercise related to the reading activity or perhaps you want to write a letter. What skills from the checklist will you begin with?

MATERIALS

Is the subject matter related to the student's goals and interests?
Is the reading level appropriate?
Do they cover the skills your student needs?
Do they have pictures? Is the print comfortable? Is it too cluttered?

Beginning: Basal Series: Laubach and supplements, Reading for Today, Challenger, Language Experience Approach, Low-level (1-3) literature books, lifeskill books, materials of interest.

Intermediate: Challenger 3-5; Laubach 3-4; Language Experience Approach, low-level literature, News For You, lifeskill materials and materials of interest.

Advanced: Challenger 6-8; literature, pre-GED books, newspapers, lifeskill materials and materials of interest.

Writing and math materials are also available. Use tutor guides.

Handout 5.2 - BASIC LESSON PLANNING

TIPS, TECHNIQUES AND MATERIALS

TIPS & TECHNIQUES

pre-reading activities
skip, guess, sound ask
oral model
duet reading
echo reading
let's find out
summary
questioning
SQ3R

READING

FOR MEANING
FOR UNDERSTANDING
FOR PLEASURE
FOR INFORMATION

MATERIALS

basal series
lifeskill materials
language experience
student selected items
literature

TIPS & TECHNIQUES

vary activities (games, flash-cards)
use multisensory approaches
cloze procedures

WORD RECOGNITION

SIGHT WORDS
PHONICS
STRUCTURE

MATERIALS

basal workbooks
tutor made activities
commercial games
language experience
tutor guides

TIPS & TECHNIQUES

focus on brainstorming and mapping ideas before writing
save mechanics for editing (punctuation, grammar, etc)

WRITING

PENMANSHIP
MECHANICS
PARTS OF SPEECH
GRAMMAR
BRAINSTORMING
SPELLING

MATERIALS

basal workbooks
journals
language experience
workbooks
lifeskill

Handout 5.3 - BASIC LESSON PLANNING

LESSON PLAN TIME FRAME

FREE CONVERSATION

5 minutes - this is a friendly way to ease into the session

REVIEW

5 minutes - briefly review those areas you noted in the previous lesson that your student has difficulty with.

CORE MATERIAL

25 minutes - Reading and Writing
25 minutes - Reinforcement Activities
25 minutes - Meeting Individual Needs or Goals

FINAL FREE CONVERSATION

5 minutes

*Incorporate techniques you learned in the workshop into your lesson structure such as Experience Story, Journal Writing, games, etc. Use them to replace certain elements if that works better for your student.

Handout 5.4 - BASIC LESSON PLANNING

CASE HISTORY #1 - DAVID S.

David is 35 years old, married, with one child. He works at a foundry, and says he had four years of schooling in Georgia. He is eager but shy and gentle, polite and cooperative.

Initial assessments showed that he could not read one word, and that he did not know the names or sounds of any letters. His listening comprehension is much higher. What steps would you take to plan the instructional strategy?

Adapted from: TUTOR, Literacy Volunteers of America, 1987.

Handout 5.4A - BASIC LESSON PLANNING

CASE HISTORY #2 - PATRICIA A.

Patricia is 24 years old and single. She is unemployed and is enrolled in Adult Basic Education (ABE). She will continue in ABE, but needs additional tutorial help, as she has had no previous schooling. She wants to get a job, get a driver's license, and read her school work. She is most cooperative, eager, and intelligent, but lacks confidence.

Initial assessment showed that she could read only short words such as a, in, see, and too. She knew all of the consonant names but did not know the sound of k, x, or y. Oral reading skill was very low, but her comprehension level was considerably higher.

If Patricia were assigned to you, what steps would you take to plan the instructional strategy?

Adapted from: TUTOR, Literacy Volunteers of America, 1987.

Handout 5.4B - BASIC LESSON PLANNING

CASE HISTORY #3 - VINCENT M.

Vincent is 29 years old, married, with three children. He works at a local industrial plant that manufactures typewriters. He went to school for eight years in a small town in New York. He was offered a better job but could not accept it because his reading was at such a low level. He particularly wants to read the newspaper. He is very enthusiastic and intelligent, is self-confident and cooperative. He desperately wants to learn and needs help.

Initial assessment showed that he could read all the most common sight words such as the, and see, but had trouble with words such as would and walk.

He knew the names of all the letters, could write the individual letters, recognize and hear initial sounds, but he had trouble with ending consonant sounds and with vowel sounds. He understood the word pattern concept.

If Vincent were assigned to you, what steps would you take to plan the instructional strategy?

Adapted from: TUTOR, Literacy Volunteers of America, 1987.

Handout 5.4C - BASIC LESSON PLANNING

CASE HISTORY #4 - TOM L.

Tom is a teenager in a local junior high school. He is 15 years old and in the eighth grade. He has had eight years in a suburban school and works part-time as a mechanic for his brother. This young man is shy, slow, and lacks confidence. However, he is polite and cooperative, but obviously fears another failure.

Initial assessment showed the following results:

He could read common sight words such as get and stop, but had trouble with words like about and leave. He knew the names of the letters, could write the letters, and could recognize and hear initial consonants and ending patterns. He could hear long vowels and r- related words, but had a little trouble reading blends.

Can you imagine the frustration of this young man who reads between second and third grade level while sitting in an eighth grade class? His comprehension is much higher than his reading level.

If Tom were assigned to you, what steps would you take to plan the instructional strategy?

Adapted from: TUTOR, Literacy Volunteers of America, 1987.

Handout 5.4D - BASIC LESSON PLANNING

CASE HISTORY #5 - ELLEN N.

Ellen is 33 years old and single. She completed the fifth grade. She is unemployed because she takes care of her invalid mother at home and is on welfare. She hopes someday to get a job. She is intelligent, warm, motivated, and has much potential.

Initial assessment showed the following results:

She had no problems with common sight words but had trouble with words such as distance and guilty. She knew the names and sounds of all consonants. She had a little difficulty with short vowel patterns and ending consonants.

This woman is not a total non-reader. She can read quite a bit and has many of the basic skills. Yet because of her commitment to caring for an invalid mother, she cannot go to adult education classes to better herself. She has a great desire to improve herself and seems to have much potential. She expressed interest in writing letters but is concerned about her poor spelling. She would like to be ready when the time comes that she must get a job. You can help her prepare for the future.

If Ellen were assigned to you, what steps would you take to plan the instructional strategy?

Adapted from: TUTOR, Literacy Volunteers of America, 1987.

Handout 5.5 - BASIC LESSON PLANNING

LESSON PLAN I

Student ________________ Tutor ________________ Date __________

Goal: ____

____

____

OBJECTIVE	MATERIALS	PROCEDURE	EVALUATION

**This is a sample of a lesson plan form.
Use local forms whenever available.**

Handout 5.6 - BASIC LESSON PLANNING

LESSON PLAN II

Prep Time:__________ Tutor Time:__________ Total Time For Lesson:__________

Lesson Plan for Meeting # __________

Name ______________________________ Date ______________

MATERIALS (Titles/Pages): ______________________________

____

____

____

____

READING (Pre-Reading): ______________________________

____

____

____

____

KEYS (Phonics, Word Families, Sight Words): ______________________________

____

____

____

____

CREATING TEXT - WRITING: ______________________________

____

____

____

____

Back-up Plans: ______________________________

____

____

____

Extra Work: ______________________________

____

____

____

Ideas for Next Lesson: ______________________________

____

____

____

Handout 5.7 -BASIC LESSON PLANNING

TIPS FOR GOOD TEACHING

1. **How should I speak to my student?**
   Use short, simple sentences. Speak slowly, but in your normal, natural style.
2. **What gestures should I use?**
   Gestures are silent language; a smile, a frown, a nod. They're useful for helping students speak without always repeating for them. Let the student do the talking, you're just orchestrating.
3. **How should I correct errors?**
   Find a balance between correcting everything versus uninterrupted conversation. Sometimes repeating the correct response is enough. You may develop a cue to help students monitor their own responses. For example, a student who drops endings could have a card held up with the appropriate ending as a reminder. Don't let understandable, but incorrect responses go uncorrected. For example, "I no walk." These can become bad habits. Jot down frequent errors and use to develop activities for later practice.
4. **How fast should I go?**
   Find a balance between "whizzing" through a lesson and a boring, dragging pace. If your student can't keep up, then slow down. Going too fast is a common problem. Vary your pace during the lesson. Change activities every 10 or 15 minutes. The type of activity can set the pace.
5. **Check for comprehension.**
   Don't ask "Do you understand?" Provide ways for your student to demonstrate understanding. For instance, using pictures to point to.
6. **Miscellaneous tips.**
   - With low level students use manuscript, not cursive, except for signatures
   - Provide lots of practice opportunities
   - Give students plenty of time to respond
7. **Group teaching tips.**
   - Don't assume all understand if one or two do. Move around among the students
   - Teach to the middle level students, not the slowest or the fastest.
   - Vary activities between individual and group
   - Be firm, but gentle in maintaining control of the group

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write your thoughts paper is provided.

Session #5

ENGLISH AS A SECOND LANGUAGE

Session #5:
English as a Second Language

MASTERING THE SUBJECT MATTER: INTRODUCTION

Trainer's Presentation

TRAINER'S GUIDE

MATERIALS

1. Overhead 5.1: *"The Purpose of Language"*
2. Overhead 5.2: *"Two Language Systems"*
3. Overhead 5.3: *"Principles of Second Language Acquisition"*
4. Overhead 5.4: *"Implications for Teaching"*

TIME

30 minutes

ACTION/SUMMARY

☞ 1. **DISPLAY** Overhead 5.1.

2. **EXPLAIN** the purpose of language .

3. **SAY:** "The purpose of language is always communication! Not understanding means being left out of the group. So everything we do as teachers of a language must be focused on helping the student gain the ability to communicate with others in that language."

☞ 4. **DISPLAY** Overhead 5.2.

5. **EXPLAIN** the two language systems.

6. **SAY:** "There are two "systems" in most languages. The first is the spoken language and includes the skills of listening and speaking. This system is always present in any language. The second is the written language and includes the skills of reading and writing. Obviously, this system is present only in those languages which have a written form.

"You will notice that the boxes for each skill are different sizes. These represent the order and the importance of the skill in becoming a good communicator in the language being learned. Some experts recommend that 80% of the time be spent on listening and speaking skills, and 20% of the time be spent on reading and writing skills."

☞ 7. **DISPLAY** Overhead 5. 3.

8. **EXPLAIN** the principles of second language acquisition.

9. **SAY:** "There are four major principles in acquiring a second language and these principles will have certain implications for tutoring or teaching."

Continued...

TRAINER'S GUIDE (Continued)

10. **READ** through the four pointst on Overhead 5.3.

11. **DISCUSS** Overhead 5.3.

☞ 12. **SAY:** "These are the four principles of second language acquisition:

    1. The second language learner is concerned with communication, not correctness.

       The primary concern for the tutor is teaching understandable English. Correctness will come with practice.

    2. There is a natural series of language development stages that the second language learner must and will follow.

       There is a silent period in which the ESL student is listening, not talking. Students will make errors, it's natural that they do. (What other language learner does this remind you of? Children?)

    3. A person learns a language better if he feels a low level of anxiety and a high level of success.

       This statement is self-explanatory. We all fit that category.

    4. There is often a feeling of social and psychological distance between the language learner and the people who speak the 'target' language.

       We covered that in the session about cultural differences; how we need to have sensitivity, understanding and patience."

13. **DISPLAY** Overhead 5.4.

14. **EXPLAIN** the implications for teaching.

15. **SAY:** "These are some of the implications for teaching that arise from the principles we just looked over."

☞ 16. **DISCUSS:** Read through the various points on Overhead 5.4 and allow tutors to discuss briefly.

17. **TRANSITION** to next subject.

18. **SAY:** "We will need to keep this overview in mind as we consider second language learners and how to work with them."

☞

TRAINER'S GUIDE Continued

"The instructions for teaching manuscript writing are on pages 24 and 25. If you will follow this teaching style, your student can go into cursive writing with ease.

"All of the lessons in the *Laubach Way to English* follow this same format. All of the lessons build on the previous lesson. All the tutor needs to do is study, review and form a lesson plan around these core materials. Both the tutors' and students' progress will be extremely rewarding.

"Please put the *Laubach Way to English* books aside."

7. **INTRODUCE:** Hold up and introduce Teachers Edition 1.

☞ 8. **SAY:** "Now I want to give you an overview of another core material you may be asked to use. Steck-Vaughn's *Real Life English*. This is a five level ESL program, including a *Pre-Literacy Workbook* for zero-level learners.

"*Real Life English* was developed for adult ESL learners enrolled in public or private centers, or working with tutors. It is fun to teach, fun to learn and it works."

9. **PRESENT** Steck-Vaughn's *Real Life English:* Teacher's Edition 1. Pass out one copy for every two tutors.

☞ 10. **SAY:** "In the Teacher's Edition, pages T8 and T9 give a complete overview of the four books.

"On page 2, and all successive pages, are instructions to the tutor for preparation, presentation and follow -up. What you teach your student is in the boxes in the center of the page.

"Each unit has nine components:

"Starting on page 2, THE UNIT OPENER - These are the lesson objectives (have someone read).

" On page 4, TALK IT OVER - The student learns to use, answer, and react to questions.

"The WORD BANK on the next page teaches words, phrases, and idioms in context (enlarge on idioms).

"NEWS FOR YOU and WRITE IT DOWN, pages 6 and 7, help the student learn to write to fulfill everyday living skills he needs in the United States.

"The STRUCTURE BASE on page 8 is a lesson in grammar.

Continued...

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

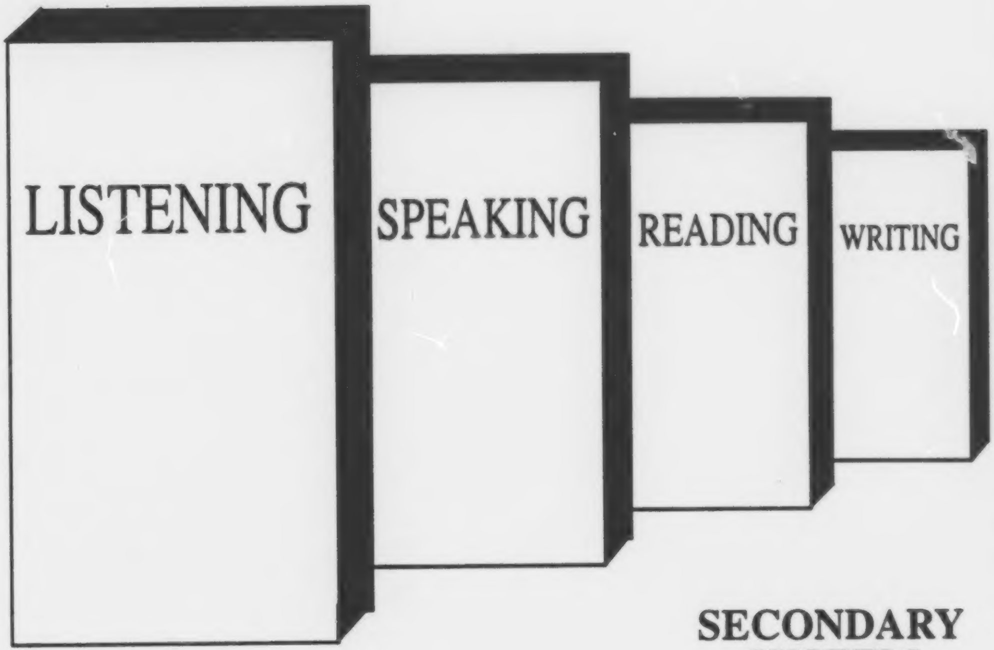
It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Overhead 5.1: ESL - MASTERING THE SUBJECT MATTER: INTRODUCTION

THE PURPOSE OF LANGUAGE IS COMMUNICATION!

Overhead 5.2: ESL - MASTERING THE SUBJECT MATTER: INTRODUCTION


LISTENING
SPEAKING
READING
WRITING

SECONDARY SYSTEM

PRIMARY SYSTEM

PRINCIPLES OF SECOND LANGUAGE ACQUISITION

1. The second language learner is concerned with communication, not correctness.
2. There is a natural series of language development stages that the second language learner must and will follow.
3. A person learns a language better if he feels a low level of anxiety and a high level of success.
4. There is often a feeling of social and psychological distance between the language learner and the people who speak the "target" language.

IMPLICATIONS FOR TEACHING

Teachers and tutors need to:

1. Ensure carry over between what is being taught and the student's everyday communication needs.
2. Provide for learning in a context of meaning for the student, anchoring what is learned to real-life situations.
3. Provide a relaxed atmosphere in which it is safe to make mistakes and practice.
4. Work toward the goal of communicating—at whatever level—and reward sincere effort.
5. Involve the student's goals in learning a language and build lessons around meeting those goals—encouraging involvement and motivation.

Session #5:
English as a Second Language

MASTERING THE SUBJECT MATTER: INTRODUCTION

Handouts/Overheads

Handout 5.1: ESL - MASTERING THE SUBJECT MATTER: INTRODUCTION

GLOSSARY

acquisition: (in reference to language) an unconscious process of gaining language as opposed to language learning which is a conscious process

comprehend: to understand thoroughly

consonant: a speech sound produced by obstructing the flow of air from the lungs

context: the circumstances which surround an event or occurrence

curriculum: a course of study

grammar: the study of the formal features of a language such as the way words are used in sentences

idiom: an expression whose meaning cannot be derived from its individual parts or words

language experience approach: the use of text generated by the student and written down by the teacher or tutor

minimal pair: two words which have only one sound difference between them (example: bit/bat)

phonics: an approach to the teaching of reading that stresses correspondence between speech sounds and the letters that represent the sounds

preliterate: (of a culture) not having written records

pronunciation: the sound or sounds of words in a language

sight word: a word which is recognized as a whole without sounding out the parts

stress: the relative loudness in pronunciation of a part of a word or phrase

survival skills: the skills needed to function in everyday life

syllable: a unit of speech consisting of a single pulse of breath and forming a word or a part of a word

vocabulary: the words of a language

vowel: a speech sound produced without obstructing the flow of air from the lungs, represented in English by the letters a, e, i, o, u

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #5:

English as a Second Language

MASTERING THE SUBJECT MATTER: INTRODUCTION OF CORE MATERIALS

Trainer's Presentation

TRAINER'S GUIDE

MATERIALS

1. One copy of all core materials for every two tutors.
2. ESL
3. *Laubach Way to English* Teacher's Manual 1 and Illustration Book 1.
4. Steck-Vaughn *Real Life English* Teacher's Edition 1.

TIME

60 minutes

ACTION/SUMMARY

Give the following overview of the two core materials and introduce tutors to the first lesson of each.

—OR—

Present only the core material stipulated by the training site.

NOTE: In the Notes page we mentioned there were two core materials recommended. Present a 30 minute overview of those materials for the tutors, with hands-on, so they can get familiar with the books.

1. **EXPLAIN** core materials.

☞ 2. **SAY:** "A good core, second language series, will provide you with the support and structure you need to teach understanding, speaking, reading and writing skills to your ESL student.
"I'm going to introduce you to two different core materials. Which one you use depends on the series your tutoring site has available.
"As I introduce you to the core material, be aware that we are covering the format in which these materials are written, not the content."

3. **PRESENT** *Laubach Way to English.*

☞ 4. **SAY:** "The *Laubach Way to English* allows the tutor to teach a non-English speaking student to understand, speak, read and write in a planned sequential format. It is not necessary for the tutor to speak the student's language to successfully teach him English. The *Laubach Way to English* includes practice in dialogue, vocabulary, grammar, pronunciation, intonation, reading and writing. This material works equally well used one-on-one or in the classroom.

Continued...

TRAINER'S GUIDE Continued

5. **PRESENT** Teacher's Manual 1 and Illustration Book 1. Pass out one copy of each for every two tutors. Hold up and introduce each book. When going through Lesson 1, pause after introducing each segment so tutors have time to look at and absorb the information presented.

☞ 6. **SAY:** "Look at the table of contents on page 3 in the Teacher's Manual. The first six lessons are called units; these are oral lessons only. Very little reading or writing is included, the reason being we must first teach our student an oral vocabulary before we can expect him to read and write. Also note that the Table of Contents is listed in Lesson Plan Form. The tutor needs only to include those items he/she wants to add to the lesson structure.

"Unit A begins on page 16 in the Teacher's Manual. Every lesson has a list of *objectives*; these are the skills the student will learn in the lesson (have someone read these).

"Look at the *visual aids*. What materials do you need on hand to teach the vocabulary portion of the lesson?

"The *dialogue* being taught is in the box in the center of page 16. The instructions for teaching the dialogue are in the left hand column under the box. The script for teaching is in the right hand column.

"The *vocabulary* you will be teaching is in the box at the top of page 18. The illustrations for teaching these vocabulary items are on pages 2-5 in the Illustration Book.

"*Structure focus* or grammar is a lesson in contracted forms on page 21. We teach contractions because we so often use them in our everyday speech.

"Student assessment is a part of each lesson. On page 22, the *pronunciation* activity for Unit A is a review of those things taught in the lesson. You will know immediately what your student retained and in which areas he needs further reinforcement. You will find that repetition is the key to learning a new language.

"On page 23 is the reading and writing portion of the lesson. We teach the student to write his name because that is a skill he needs now.

"If you are still not convinced with how well these materials are written, and that every eventuality is covered, look at the bottom of page 23. You are even provided with the how to, and the script, which will allow you to leave class and go home.

Continued...

TRAINER'S GUIDE Continued

"The ONE-TO-ONE, on page 9 and 10, are designed to stimulate conversation.

"The INFORMATION section on page 11 provides a variety of forms to complete. These can be used in class or assigned as homework.

"EXTENSION on page 12 is a problem solving exercise and supplements the content used throughout the rest of the unit.

"Last but not least is the assessment, CHECK YOUR COMPETENCY on page 13. This can be done independently or in pairs, in class or at home.

"All of the lessons in *Real Life English* follow the same format. Each lesson is built on the previous lesson. All the tutor needs to do is study, review and form a lesson plan around these core materials.

"Does that sound familiar? Well, it should. Both core materials are very similar while being different.

11. **DO:** Let tutors look at the materials for the time remaining.

NOTE TO TRAINER: If you have any materials you would like to introduce, do so now. Such as the Key, newspaper ads, etc.

If it can be arranged to have an in-depth Laubach core material (both basic and ESL) workshop the following Saturday. Now is a good time to announce it.

Continued...

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5:
English as a Second Language

GETTING TO KNOW THE ESL STUDENT

Trainer's Instructions

TRAINER'S GUIDE

MATERIALS

1. ESL Tutor Training Guide *Getting to Know the ESL Student* module.

ACTION/SUMMARY

1. **PRESENT** the module as written.

OUTLINE OF MODULE

GOAL

To provide an overview of the ESL student, building an awareness of the student's needs and how to meet those needs.

OBJECTIVE #1

The trainer will get to know the tutors.

TIME

5 minutes

OBJECTIVE #2

Tutors will gain an awareness of what the ESL student brings to the learning setting.

MATERIALS

1. Handout 5.2: *"First Meeting With Your ESL Student"*

TIME: 15 minutes

OBJECTIVE #3

Tutors will gain an awareness of how to assess the learners's needs.

MATERIALS

1. Handout 5.2: *"First Meeting With Your ESL Student"*
2. Handout 5.3 and 5.3A: *"Definitions of Curriculum Terms"*
3. Handout 5.4, 5.4A and 5.4B: *"Survival Skills - Summary of Priority Items"*
4. Handout 5.5: *"Suggested level 1 Questions"*

TIME

25 minutes

Session #5:
English as a Second Language

GETTING TO KNOW THE ESL STUDENT

Trainer's Presentation

GETTING TO KNOW THE ESL STUDENT MODULE

OBJECTIVE #1

The trainer will get to know the tutors.

1. **SAY:** "Does anybody have a student now? Who is your student? Has anyone tutored an English as a Second Language student in the past? Has anybody traveled to another country or lived in another culture? Has anybody studied another language?"
2. **DO:** Pause between each of the above questions to allow for tutors to respond. Try to relate the information you will present in the workshop. Try to use their responses as examples to illustrate the points you will be making.

OBJECTIVE #2

Tutors will gain an awareness of what the ESL student brings to the learning setting.

1. **SAY:** "Who is the ESL student? Our students are adults with a lot of life experience. Look at the first topic in Handout 5.1: *Life Experiences.* The student's previous and current experiences may impact their motivation and needs in learning English. For example, if a student worked as a physician before coming here, he or she may want to learn English which will help him to practice medicine here.

   "Could you think of some examples of life experiences a student may have had or may be having now which would impact their motivation to learn English?"
2. **DISCUSS:** Accept all responses, eliciting comments regarding employment, family, travel, and other areas such as experience with shopping, health care, housing, community resources such as banks, libraries, post office, etc.
3. **SAY:** "Look at the next item labeled "Education". Why is it important to consider the student's previous education?"
4. **DISCUSS:** Elicit comments such as:
   - It impacts the rate at which a student will learn
   - It impacts the formality a student will expect in the tutoring session
   - It impacts the use of books; the student may expect books or may have anxiety about using printed materials.

Continued

GETTING TO KNOW THE ESL STUDENT MODULE Continued

☞ 5. **SAY:** "Learning about the student's native language and culture is a process which may involve a number of resource people and/or resource materials. You will never fully understand another culture and you may not be fully aware of your own culture. For example, in the American culture, what is being communicated when we make eye contact?"

6. **DISCUSS:** Responses will vary, elicit answers which have to do with honesty, sincerity, openness, etc.

☞ 7. **SAY:** "And what does it mean when someone pats you on the back?"

8. **DISCUSS:** Elicit responses which have to do with congratulations, compliments for a job well done, or condolences, comfort, etc.

☞ 9. **SAY:** "What if it's a man patting a woman? Or a woman patting a man? Do the ages of the two people make a difference? What about, for instance, if it's a teacher and a student or an employer and an employee?"

10. **DISCUSS:** Encourage a discussion which emphasizes cultural roles, age and/or sex of people involved, and the differences these factors make in what is communicated by the gesture of patting someone on the back.

☞ 11. **SAY:** "By examining this one small form of communication, we can begin to understand the enormous challenge faced by ESL students as they learn not only the English language, but the "American culture" as well."

OBJECTIVE #3

Tutors will gain an awareness of how to assess the learner's needs.

1. **REFER** to Handout 5.2: *The First Meeting with Your Student*

☞ 2. **SAY:** "This handout gives you suggestions for your first meeting with a student. Read the first paragraph, tips for your first meeting.

3. **OBSERVE** as tutors take a few seconds to read the paragraph.

☞ 4. **SAY:** "In the first meeting with your student you will want to get acquainted, to get a better idea of what your student knows and doesn't know, and you will want to establish a schedule for future meetings.

"Read the first goal, *Get Acquainted With Your Student,* and look up when you've finished."

Continued

GETTING TO KNOW THE ESL STUDENT MODULE Continued

5. **OBSERVE:** Watch for the majority of the group to look up, signaling that they have read the goal.

☞ 6. **SAY:** "As your student feels more comfortable with you, you may discover that the student knows more English than you originally suspected. If you and the student are not comfortable with each other, the second goal of finding out how much English is known may have to wait until another session.

"Read about how to find out how much English the student knows. Again, signal when you have finished by looking up."

7. **OBSERVE:** Allow time for the majority of the tutors to read the goal.

☞ 8. **SAY:** "The last goal on this handout is to get a schedule for meetings. Read that section now."

9. **OBSERVE:** Allow time for the tutors to read the last goal.

☞ 10. **SAY:** "Now, tell me what you would bring with you to the first meeting that might help you get to know the student, find out how much English your student knows, and set a class schedule."

12. **DISCUSS:** You are looking for such responses as: clock, pictures, photos, paper and pencil, objects, calendar, books, etc.

13. **REFER** to Handout 5.3 and 5.3A: *Definition of Curriculum Terms*

☞ 14. **SAY:** "Handout 5.3 and 5.3A refers to what you will be teaching. This is a summary of curriculum terms. Take a few minutes to read through the handout, then we'll briefly discuss each term and answer any questions you might have."

15. **OBSERVE** for about 3 minutes as tutors read the handout, then discuss each term and comment as needed. You may want to refer to specific materials your program uses which address these various aspects of curriculum.

16. **REFER** to Handout 5.4, 5.4A and 5.4B: *Survival Skills - Summary of Priority Items.*

☞ 17. **SAY:** "Look at Level 1. The focus here is on survival skills; functional, everyday life skills. When you are first placed with a student, you can use the *Summary of Priority Items* as a checklist for determining what the student does and does not know. To find out if the student knows the alphabet, check if the student can say the letter name when he/she sees the written letter and whether the student can write the letter when you say the name."

Continued

GETTING TO KNOW THE ESL STUDENT MODULE Continued

18. **REFER** to Handout 5.5: *List of Suggested Level 1 Questions*

19. **SAY:** "Here's a list of suggested questions to be used with a student who is at Level 1. Even if you think your student is more advanced, by starting with Level 1 and progressing through all the items on each successive level, you will be able to assess any gaps in your student's knowledge or ability in English.

    "Based on the sort of questions suggested for Level 1, we're going to identify some questions which might be used to assess a student's abilities and knowledge at each of the other levels. To do this we will divide into four groups. Please move into groups now."

20. **DO:** You might quickly count the number of tutors present and suggest the appropriate group size. If there are few tutors, have them work in pairs, but avoid having them work alone. If the group is too small for pairing, the exercise may be done as a whole group. Or, you may choose to work on only some of the remaining levels.

21. **ASSIGN** groups one and three work with Level 2. Groups two and four work with Level 3.

22. **SAY:** "Think of at least 5 questions you could ask a student related to the survival skills listed for your assigned level. These questions should help you determine the student's knowledge of those survival skills."

23. **OBSERVE** as the groups take about 5 minutes to complete their tasks, then have each group briefly share the questions they chose.

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

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Session #5:
English as a Second Language

GETTING TO KNOW THE ESL STUDENT

Handouts/Overheads

Handout 5.1 - GETTING TO KNOW THE ESL STUDENT

PREVIOUS EXPERIENCE

LIFE EXPERIENCES

EMPLOYMENT:

• in U.S.A. • in native country • education needed for job • skills used on job
• demands of job on time • goals for future employment • transferable skills

FAMILY:

• in U.S.A. • in native country • responsibilities • resources

TRAVEL

• use of languages • knowledge of other cultures

EDUCATION

FORMAL:

• in U.S.A. • in native country • number of years • what studied? • other languages?
• skill training • literacy

INFORMAL:

• oral tradition • what skills learned • how were skills learned?

LANGUAGE

NATIVE LANGUAGE:

• what alphabet? • formal study? • literacy • grammar • pronunciation

OTHER LANGUAGES:

• same as above

CULTURE

• Attitude toward education • Male/female roles • Student/teacher roles
• Adult/child roles • values

WHERE CAN YOU GET INFORMATION ABOUT YOUR STUDENT'S LANGUAGE AND CULTURE?

• the student him/herself • family members • the library • National Geographic
• Encyclopedia

• Center for Applied Linguistic, P.O. Box 37422, Washington, D.C. 20013

• U.S. Dept. of Education: Refugee Materials Center, 324 E. 11th Street, 9th floor,
Kansas City Missouri 64106

Handout 5.2 - GETTING TO KNOW THE ESL STUDENT

FIRST MEETING WITH YOUR ESL STUDENT

TIPS FOR YOUR FIRST MEETING:

The first day you meet with your student will set the stage for your tutoring experience. The first impression you make on your student will be very important to your teaching success. Remember, while you may be nervous, it is likely that your student is terrified. Greet your student, smile and be friendly, but don't overdo it. Your confidence will put your student at ease.

GOALS FOR THE FIRST MEETING:

1. Get acquainted with your student.

How do you begin? When you get to know another American, you usually greet him, introduce yourself, and ask a number of personal questions. Do the same with your student. If he giggles and says nothing, your student may not understand your "accent" or just doesn't know English. In either case, go ahead and teach greetings, name, and where he is from. Be sure to teach your name as well. For a beginning level student, don't try to do too much the first day. You don't want to scare or discourage your student.

What if your student can answer most of the personal information questions you ask? Then it won't be necessary to teach what he already knows but you can go ahead and ask personal questions anyway. After all, one of your purposes is to get acquainted. Haul out your family pictures (which you've brought intentionally) and talk about your family. He will be genuinely interested and perhaps be encouraged to talk about his family in turn. This is a very good way to "break the ice" with your student.

2. Find out how much English your student knows.

You may have been given some information about your student and his abilities by the tutor coordinator, but it is best not to assume anything. Find out for yourself. The Handout 5.4, 5.4A and 5.4: *Summary of Priority Items,* provides a good overview of the survival skills your student will need to function in English in everyday life. Use this summary as a check list to find out what your student knows and doesn't know. Although it does not include important aspects of language such as grammar and pronunciation, you will get a good idea of your student's English abilities by assessing the student's knowledge of these priority items.

3. Set up a class schedule.

Determine convenient days and times for you and your student to meet (a calendar and/or clock may be helpful here). Establish a way for you and your student to contact each other if a tutoring session must be canceled. Exchange phone numbers.

This may be a good time to teach a dialogue which your student can use to inform you of any changes in schedule. You may want to teach such phrases as, "I'm sick today."; "No class today."; or "I'll call you tomorrow."

Handout 5.3 - GETTING TO KNOW THE ESL STUDENT

DEFINITIONS OF CURRICULUM TERMS

What should you teach? Your student will be your best resource in determining what to teach. Get to know your student's interests, previous education, and current needs in the areas of speaking, listening, reading, and writing. As you identify weaknesses you can look for materials and plan instruction to meet those needs.

SURVIVAL SKILLS

What language does your student need in order to function independently in everyday life? The topics of personal information, community resources, housing, health, transportation, shopping, and employment are often designated in ESL materials. *The Summary of Priority Items* (Handout 4) focuses on the survival needs also.

GRAMMAR

Students who are educated and have previous experience learning a second language are usually more prepared for formal instruction in grammar. Indirect grammar instruction is more appropriate for students who have limited education. As you get to know your student, note problems with grammar as they occur, then plan instruction for those problems. You may want to seize the moment and explain a grammar point when the problem occurs, but try to avoid interrupting a student's efforts at expressing him/herself.

IDIOMS

The English language is idiomatic. An idiom is a phrase whose meaning is different from the meaning of the individual words. Select one, two or three idioms to teach at a time—don't overwhelm the student with a whole list. Use idioms in context whenever possible and have the student think of different situations in which idioms may be used. Ask your student to note phrases he or she does not understand—they are probably idiomatic.

VOCABULARY

To teach new words and review old vocabulary the "Total Physical Response" technique is very effective. This technique requires the student to physically demonstrate his understanding of the vocabulary and allows for continual reinforcement of the material through use. Teaching concepts without translation can be done by giving numerous examples, both positive and negative, of the concept.

When discussing the new word with an advanced student, enlarge the student's vocabulary by pointing out roots, prefixes and suffixes, opposites, homonyms, etc. that relate to that word. Show the student that many words are built on a root, with prefixes and suffixes added to change meaning: take, mistake, undertake, retake, intake, partake. Often suffixes are added to a root word to change the part of speech: agree (verb), agreement (noun), agreeably (adverb), agreeable (adjective).

Encourage your student to keep a list of new vocabulary words. The student could keep a "word bank" of new words on 3"x5" cards or use a notebook to make his/her own personal dictionary.

DEFINITIONS OF CURRICULUM TERMS

CONVERSATION

Conversation involves an exchange of information. Usually conversation is initiated and sustained when a topic of mutual interest is found. When conversing with people from a different culture, comparisons between cultures and countries is almost always of high interest to both parties. Sometimes conversation is limited by lack of vocabulary. In this case communication can be enhanced by use of pictures, gestures, drawings, mime, a variety of real objects, field trips, etc.

LITERACY

For students learning to read and write in English, there are two major factors you must consider. First, does the student read and write in another language? Second, does the student comprehend spoken English? Students who do not have previous literacy instruction, and do not know our alphabet or the sounds of the alphabet, must learn spoken English before literacy instruction in English. For these students literacy instruction will be a long and tedious process. Language experience approach should be considered for all students learning literacy in a second language.

PRONUNCIATION

Listen to your student speaking. Try to isolate certain sounds or patterns that make speech difficult to understand. The student wants to be easily understood by everyone, not just those accustomed to working in ESL.

Pronunciation problems may be certain sounds which the student does not have in the native language but they may also be problems with stress and intonation, the rhythm of the language. The section on pronunciation will give you some ideas for working on these aspects of the spoken language. Spend some time (5-15 minutes) each lesson on pronunciation practice. Note problems as they occur and plan activities which will target those weaknesses.

NON-VERBAL COMMUNICATION

An integral part of conversation is the non-verbal communication or body language that we use. Gestures, such as waving or pointing, can be misunderstood or even offensive in job or social situations to someone unfamiliar with our culture. Standards for such things as the distance between speakers, appropriate touching and eye contact are different in each culture. Ask your student about the customs for non-verbal communication in his country and explain what is acceptable and common in the United States.

Handout 5.4 - GETTING TO KNOW THE ESL STUDENT

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS

LEVEL I

1. The student can express lack of understanding.
2. The student understands the concept of same and different, left-to-right, progression and top-to-bottom sequencing.
3. The student can identify and print letters.
4. The student can identify numbers and write them as numerals.
5. The student can identify U.S. money: both coins and bills.
6. The student can do basic addition and subtraction with money.
7. The student can read and write amounts of money.
8. The student can read clock time and digital time.
9. The student can read calendar dates or numerical dates.
10. The student understands and can respond to such common question forms as: "how much," "what time," "where," and "what".
11. The student understands family and personal identification.
12. The student can write his/her first and last names.
13. The student can sign or endorse a check.
14. The student can buy stamps and aerograms.
15. The student can identify basic colors and geometric shapes.
16. The student can identify orally common over-the-counter medicines and first aid items.
17. The student can identify common household furnishings and rooms.
18. The student can ask for help, either face-to-face or by phone (#911), in a household emergency.
19. The student can respond orally and in writing to questions regarding name, address, and phone number.
20. Given a written telephone number, the student can correctly dial it.
21. The student can identify common articles of clothing.
22. The student can identify commonly used bus names and numbers.
23. The student can identify traffic lights and pedestrian symbols and signs.

LEVEL II

1. The student can buy a money order.
2. The student can show identification when cashing a check.
3. The student can address envelopes, including return address.
4. The student can identify two or three of the most easily obtainable jobs and the responsibilities involved.
5. The student can identify good work skills as related to job performance.
6. The student can identify body parts and common symptoms of illness or injury.
7. The student can call for emergency medical help and clearly state and spell name and address over the phone.

Handout 5.4A - GETTING TO KNOW THE ESL STUDENT

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS Continued

LEVEL II continued

8. The student can recognize vocabulary related to housing rentals.
9. The student can explain warning signs and symbols on containers, such as: POISON, DANGER, etc.
10. The student can respond orally to questions regarding family members, past education and work history.
11. The student can clearly identify him or herself on the phone and ask for the person with whom he or she wishes to speak.
12. The student can ask questions concerning the location and prices of items in a store.
13. Shown north, the student can indicate south, east and west.
14. The student can ask questions and respond to information about stop locations and destinations.
15. The student can fill out a change-of-address card.
16. The student can fill out deposit and withdrawal slips.
17. The student can write the date and amount and can copy the name of an intended payee onto a check, each in its correct space.
18. The student understands common employment terms (benefits, full-time, etc.).
19. The student can ask questions about duties, hours, wages, etc.
20. The student can name and use common tools.
21. The student can measure items for length, height, width, and volume.
22. The student can call in sick or ask for sick leave.
23. The student can make and change medical and dental appointments.
24. The student can ask about what is offered in a rental house or apartment.
25. The student can describe needed repairs and utility problems.
26. The student can fill out personal information forms.
27. The student can find emergency and other numbers in the white and yellow pages of the phone book.
28. The student can identify and find common foods and their expiration dates.
29. The student can ask for and respond to information concerning pedestrian directions.

LEVEL III

1. The student can keep a record of the amount, date and new balance for a checking or savings account.
2. The student can register children in day care centers or public schools if appropriate.
3. The student can describe various necessary immunizations and rules regarding them.

Handout 5.4B - GETTING TO KNOW THE ESL STUDENT

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS Continued

LEVEL III continued

4. The student can identify his/her own employment skills, experience and preferences as requested on job application forms.
5. The student can call a potential employer concerning a job.
6. The student can identify one dozen or more easily obtainable jobs and the responsibilities involved in each.
7. The student can read and respond appropriately to common warning and safety signs at work.
8. The student can read and explain housing want ads in the newspaper.
9. The student can name the external body parts and basic internal body parts.
10. The student can fill a prescription at a drugstore and ask for proper dosage.
11. The student can take telephone messages and have names spelled over the phone.
12. The student can return merchandise and state a reason.
13. The student can explain traffic signs.
14. The student can name the basic parts of a car (inside and outside).
15. The student can fill out a federal and state income tax short form.
16. The student can explain several types of loans, mortgages, and buying on time.
17. The student can participate in parent-teacher or student-teacher conferences.
18. The student can explain some of the legal responsibilities expected of individuals, eg. fishing license, driver's license, insurance and family law.
19. The student can read aloud and explain employment want ads.
20. The student can fill out a job form.
21. The student can list the aspects of a successful interview (applicant's dress, body language, attitude, etc.) and can participate in one.
22. The student can ask questions about job performance and expectations.
23. The student can list the personal qualities and social behavior necessary to keep a job (small talk, appearance, enthusiasm, etc.).
24. The student can explain paycheck deductions and check accuracy of wages paid.
25. The student can discuss future employment goals and means of attaining them.
26. The student can fill out a medical history form.
27. The student can explain his or her own form of health insurance, what it includes, and how it is paid for, including Medicaid/care.
28. The student can read aloud and explain a guarantee or warrantee.
29. The student can demonstrate comparison shopping ("the better buy").
30. The student can follow a map to find a destination.

Source: Esler, Megan. Portland Community College. June 1982.

Handout 5.5 - GETTING TO KNOW THE ESL STUDENT

SUGGESTED LEVEL 1 QUESTIONS FOR YOUR FIRST MEETING

Don't just ask a series of questions, share information about yourself as you ask these questions.

How are you?
What's your name?
What's your last name?
Please spell your name.
How old are you?
Where are you from?
Did you work in ____________?
What did you do there?
Do you have any children?
How many children do you have?
How old are they?
Where do you live?
Show me your I.D. card.

For these questions you will need to have coins, a check, a calendar, a list of numbers, the alphabet and pencil and paper.

Show me a nickel.
Where is 25 cents?
Please give me 42 cents.
How much is this? (Give the student 44 cents).
Give me a quarter.
What is this? (Show the student a check).
What is a check used for?
What time is it? (Show the student 7:00 on the clock).
Show me 8:30. (Have student turn the hands of the clock).
What time do you get up in the morning?
Show me on the clock what time you get up.
When is your birthday?
Show me your birthday on the calendar.
Show me Friday, Monday, January, etc.
Show me the number 1, 5, 12, etc.
Show me the letter A, C, F, etc.
Write the number 7, 32, etc.
Write the letter B, G, K, etc.

Use concrete objects around you to assess the student's general knowledge of vocabulary. If your student doesn't know these items, you've got your work cut out for you.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #5:
English as a Second Language
VOCABULARY DEVELOPMENT
Trainer's Instructions

TRAINER'S GUIDE

MATERIALS

1. ESL Tutor Training Guide *Vocabulary Development* module.

ACTION/SUMMARY

1. **PRESENT** with or without alternatives.

2. **BEGIN** this module by using the demonstration given in another language if possible. An alternate method of introducing this section is to use the Laubach LWE Video-based ESL Training Video—Russian Dialog portion.

—OR—

1. **INTRODUCE** with a short greeting in Russian, chaining around the room.

☞ 2. **SAY:**

Trainer: "Zradh-stwit-chuh."

Translation: "Hello." (Shake hands)

Tutor: "Zradh-stwit-chuh."

Trainer: "Men-yah-zah voot ____________________. Kahk-vahs-Zah-voot?"
TRAINER SAYS NAME HERE
Translation: "My name is ____________________. What's your name?"
Tutor: "Men-yah-zah-voot ____________________."
TUTOR SAYS NAME HERE

(Tutor turns to next person)

Tutor: "Zradh-stwit-chuh."

3. **DO:** If there are two trainers, demonstrate this greeting with each other before starting the chaining, otherwise go slowly until tutors understand. Speak no English while doing this activity, but use gestures, pictures, props, or body language to make yourself understood. When the tutors realize they understand what you want them to do, but you are speaking only Russian, they will know they can teach someone English without speaking their language.

OUTLINE OF MODULE

TITLE

TOTAL PHYSICAL RESPONSE (TPR). A technique for working with beginning ESL students.

GOAL

To provide tutors with a technique for teaching vocabulary to beginning and low-intermediate ESL students. To demonstrate the flexibility of the TPR technique.

OBJECTIVE #1

Tutors will become familiar with Total Physical Response as a method of language instruction.

MATERIALS

Handout 5.1 and 5.1A: *Total Physical Response (TPR)*

TIME

5 minutes

OBJECTIVE #2

Tutors will become aware of techniques of building vocabulary through TPR actions.

MATERIALS

1. Various objects: plastic fruit, box, pencil, paper, book, etc.

TIME:

10 minutes

Continued...

OUTLINE OF MODULE Continued

OBJECTIVE #3

Tutors will develop a TPR lesson using an activity in sequence.

MATERIALS

1. Overhead 5.1: *Washing Hands Sequence*
2. Handout 5.2: *Washing Your Hands*
3. Soap, towel, picture of bathroom, picture of sink and faucet

TIME

15 minutes

OBJECTIVE #4

Tutors will become familiar with activities to follow-up a TPR lesson.

MATERIALS

1. Overhead 5.2: *Individual Pictures*
2. Handout 5.3: *Individual Pictures*
3. Oversized index cards, 3"x5" index cards, individual pictures cut from sequence pictures

TIME:

20 minutes

Session #5:
English as a Second Language
VOCABULARY DEVELOPMENT
Trainer's Presentation

VOCABULARY DEVELOPMENT MODULE

OBJECTIVE #1

Tutors will become familiar with Total Physical Response as a method of language instruction.

☞ 1. **SAY:** "First I will give you some background on a technique for teaching language called "Total Physical Response", commonly referred to as TPR. From a basic understanding of this technique you will be able to build activities and teaching strategies. This method is based on observations of how children acquire their first language. In your experience, at what age do babies begin to speak?"

2. **DISCUSS:** Responses may vary but may range from 9 to 24 months.

☞ 3. **SAY:** "And what do you think precedes the first speech in babies?

4. **DISCUSS:** Possible responses include: mothers talk to them, they are listening and watching, and people play with them.

☞ 5. **SAY:** "So when babies begin to learn speech, an important factor which precedes speaking is listening and comprehension. Active responses indicate to parents that the young child understands. Frequently parents speak to their babies through commands, such as "Come to Mommy", "Give me your hand", "Catch the ball", and parents know their child understands by what the child does. At this point, there is no expectation that the child will repeat what the parent says (no demand of speech).

"In adult learners, the same premise holds true. The TPR method begins with a command form and the student responds by doing with no expectation (on the teacher's part) of speaking yet. In TPR, commands are given at normal speed and are clearly demonstrated by the teacher so the language is completely comprehensible to the student and the student is able to do what is said. In TPR the teacher first demonstrates the action related to the spoken word."

☞ 6. **DO and SAY:** Demonstrate and say the following simultaneously:

SAY	DO
sit down	(sit down)
stand up	(stand up)
turn around	(turn around)
walk, stop, etc.	(demonstrate all)

Continued

VOCABULARY DEVELOPMENT MODULE Continued

☞ 7. **SAY:** "The directives are first demonstrated by the teacher. Then the student does the activity with the teacher. Finally the student does the activity alone as the teacher gives the command. The directives are given at normal speed. At this stage the student is not speaking and should not be expected to speak (but may, if they want to). Speaking usually comes when the student does not feel self-conscious about pronunciation or feel that they are watched by everyone. This method should put the student at ease, not cause anxiety. "

8. **DISTRIBUTE** Handout 5.1 and 5.1A: Total *Physical Response*.

☞ 9. **SAY:** "This is a short summary of what TPR is. Take a minute to read through the handout now."

10. **OBSERVE** while tutors read the handout for about 2 minutes or have several tutors read out loud.

OBJECTIVE #2

Tutors will practice techniques of building vocabulary through TPR actions.

☞ 1. **SAY:** "We've talked a bit about TPR. Now let's practice using it as you would with a very beginning student to build vocabulary."

2. **DO:** If you have a small group, have the tutors stand up and gather around the table where you have put a variety of objects (suggested objects include eraser, box, pencil, paper, book, etc.). If the group is too large to gather around, be sure your table is visible to everyone present.

☞ 3. **SAY:** "Suppose you have been using the directives of "pick up" and "put down" in the last lesson. How might you use these objects to practice these directives?"

Continued

VOCABULARY DEVELOPMENT MODULE Continued

4. **DISCUSS:** Possible responses include (the objects will, of course, vary depending on what you use):

- Pick up the pencil.
- Pick up the book.
- Put down the pencil.
- Put down the book.
- Pick up the eraser.
- Put down the eraser.

☞ 5. **SAY:** "You can also combine the actions. You can say, 'Pick up the book and the pencil', 'Put down the pencil and pick up the eraser', 'Lay the book next to the pencil'. To introduce new vocabulary, what other actions can you add?"

6. **DISCUSS:** Responses will vary but may include:

- Give me the book.
- Roll the pencil.
- Put the pencil in your right hand.
- Put the eraser on the floor.

☞ 7. **SAY:** "That's right. You can add just about any 'do-able' (or even silly) actions as long as you remember to keep it simple. Adding a surprise directive adds interest and fun and certainly can test true comprehension.

"How are you going to remember everything you said and did? How are you going to avoid long pauses between directives while you think of the next directive?

8. **DISCUSS:** Possible responses might include:

- Keep notes
- Write it down

☞ 9. **SAY:** "Yes. You'll find it necessary to write everything down, write a script for yourself before you start. In this way, you'll have a record for the next lesson of what you did previously, so you can review and build on it, and you won't be stuck for what you're going to say next. Every time you meet with your student, you should first review what you previously did and then build new vocabulary. Although you may teach many new vocabulary items throughout the course of one lesson, introduce only 3 new items at any one time. In this brief demonstration you heard the following actions (or verbs).

☞ 10. **DO** and **SAY:** Write on the blackboard as you say:

- Pick up
- Put down

Continued

VOCABULARY DEVELOPMENT MODULE Continued

☞ 11. **SAY:** "And the following objects (nouns):"

☞ 12. **DO** and **SAY:** Write on the blackboard as you say:

- Pencil
- Book
- Eraser

☞ 13. **SAY:** "You also heard the following preposition:"

☞ 14. **DO** and **SAY:** Write on the blackboard as you say:

- Next to

☞ 15. **SAY:** "And also:"

☞ 16. **DO** and **SAY:** Write on the blackboard as you say:

- the
- and

☞ 17. **SAY:** "So, for the next lesson you have with your student you can plan the beginning of the script to review the old lesson. After the review, here are some examples of new vocabulary you might introduce:"

☞ 18. **DO** and **SAY:** Write on blackboard as you say:

- in
- roll
- throw
- slide
- scissors
- between
- cup
- open, close
- on top of
- give
- bowl
- put

☞ 19. **SAY:** "To give you some experience in planning a lesson, you and a partner will plan the beginning of the next lesson. Choose a partner with whom you will write a list of 10 commands you would teach your student based on the previous lesson and incorporating some of the new vocabulary."

20. **DO:** Have tutors pair up.

☞ 21. **SAY:** "Now, one person be the student and the other be the tutor. Practice teaching the commands you've planned for this lesson Follow the sequence of introducing a new item at the bottom of Handout 5.1.

"This has given you some experience in developing and expanding vocabulary, building on former sessions with students. It's important to keep a record of what you have covered so you can constantly reinforce previous learning as you introduce new vocabulary."

Continued

VOCABULARY DEVELOPMENT MODULE Continued

22. **DISCUSS** any questions or comments that arise. Share what experiences they had during the planning and practicing of the lesson.

☞ 23. **SAY:** "As your student becomes more comfortable he will start to speak. That is the objective you are striving for; when your student can issue the commands and you do the actions."

OBJECTIVE #3

Tutors will develop a TPR lesson using an activity in sequence.

☞ 1. **SAY:** "When students are able to respond to a simple sentence command, and are speaking, the next step is a sequence of related actions which perform a task. For example, the activity of washing your hands.

"There is a sequence of steps that we follow when we wash our hands and there are some necessary objects needed to perform that task. What objects are needed for the task of hand washing?"

2. **DISCUSS:** Responses should include:

- Soap
- Towel
- Water
- Bathroom
- Sink
- Faucet

☞ 3. **SAY:** "And what actions are taken to wash your hands?"

4. **DISCUSS:** Responses should include:

- Wash
- Rinse
- Dry

☞ 5. **SAY:** "You need to set the props out before you get started on the sequence. Teach all of the vocabulary necessary, both objects and actions, before you teach the sequence."

6. **DO:** Show all the props to the tutors: soap, towel, picture of a sink, bathroom faucet. When all the props are set on a table before you, demonstrate the sequence. You will probably have to mime some directives like, "turn on the water" unless a real sink is available. Try to memorize the sequence if possible.

☞ 7. **SAY:** "I'm going to demonstrate the sequence for you. You take the part of the student and follow my lead."

Continued...

VOCABULARY DEVELOPMENT MODULE Continued

8. **DEMONSTRATE** four times: 1) trainer demonstrates alone. 2) Trainer gives commands, trainer and tutors act. 3) Trainer gives commands, tutors act alone. 4) Tutors give the commands, trainer acts.

☞ 9. **SAY:** "Here is the directive sequence:

- Your hands are dirty.
- Go to the sink.
- Turn on the water.
- Pick up the soap.
- Wash your hands.
- Put down the soap.
- Rinse your hands.
- Turn off the water.
- Pick up the towel.
- Dry your hands.
- Put down the towel.
- Look! Your hands are clean.

10. **DISTRIBUTE** Handout 5.2: *Washing Your Hands*

☞ 11. **SAY:** "If you have a sequenced picture such as this you can use this as a reminder of the actions for repetition. If you don't have a sequenced picture, you can use pictures from magazines to achieve the same effect.

"As you have seen, the sentences for the sequence are very simple and direct. "Pick up the soap", "Rinse your hands", "Turn on the water".

"With that in mind, what other activities can you think of that would generate a sequence to teach?"

12. **DISCUSS:** Expect some suggestions such as:

- Getting dressed
- Going to work
- Cooking
- Driving a car

OBJECTIVE #4

Tutors will become familiar with activities to follow up a TPR lesson.

Continued...

VOCABULARY DEVELOPMENT MODULE Continued

☞ 1. **SAY:** "Now that the student has either some spoken vocabulary or understood vocabulary, you can begin some literacy activities based on the known language. Every object can have a corresponding index card with the name of the object written on it. Every word can have an index card with the word written on it.

"I have made some word cards for the lesson we demonstrated earlier. Let me show you how they can be used to form sentences related to the actions the student learned."

2. **DEMONSTRATE** the use of the index word cards and how they can be used to form sentences related to the directives you used earlier in the lesson. An example of how to do this follows:

Demonstrate the cards so they are easily seen:

pick up	the	book			
put	the	book	on	the	table

☞ 3. **SAY:** "By moving the word cards to form new sentences, students will be reading many sentences from just a few cards. Then the student can copy the sentences and write his/her own sentences.

"Index word cards provide a good technique for demonstrating how pronouns substitute for nouns."

4. **DEMONSTRATE:** Use your oversized cards to demonstrate:

pick up	the	book		
Put	it	on	the	table

5. **DISTRIBUTE** Handout 5.3: *Individual Pictures*

☞ 6. **SAY:** "Cutting up the sequence pictures, you can present a paper like this to the student. With the pictures on the side, you can write sentences or questions next to the pictures."

Continued...

VOCABULARY DEVELOPMENT MODULE Continued

7. **DO:** Put Overhead 5.1: *Individual Pictures* on the overhead projector and turn it on. Write these sentences on the overhead or use as a handout and demonstrate with sentence strips.

- Turn off the water.
- Pick up the soap.
- Dry your hands.
- Put down the soap.
- Wash your hands.

Draw a line from each picture on the overhead to the appropriate sentence.

☞ 8. **SAY:** "Your student matches the sentences with the appropriate picture by connecting them with lines."

"To sum up what we've done today, the TPR method starts primarily as a listening activity. Spoken language comes when a student understands and begins to talk. Remember to keep careful notes of what you do so you can reinforce and review previously learned vocabulary before integrating new vocabulary. In fact, I recommend that you keep a separate notebook for your TPR Scripts. Have the student direct you when he/she feels confident. I think you'll find that you have a good time with this technique. It is physical and it is fun for both teacher and student."

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5:
English as a Second Language
VOCABULARY DEVELOPMENT
Handouts/Overheads

Handout 5.1 - VOCABULARY DEVELOPMENT

TOTAL PHYSICAL RESPONSE - TPR

Total Physical Response is a widely accepted and popular approach to beginning language instruction. It is based on observations of how children acquire their first language which is characterized by a period of listening only, followed by a period of physical responses to the language before speaking occurs. Frequently the physical responses are to commands, the imperative form of language, such as "Come to Mommy", "Give me the ball", etc. Therefore, in the beginning stages the TPR method requires the student only to watch and listen, then only to respond through physical actions. The student's physical action demonstrates the student's comprehension. In this way the tutor always knows if the student is "with" him/her.

In the beginning stages TPR is only a listening and doing activity, not a speaking activity. After only a short time students will be able to reverse the role of uttering commands in spontaneous and comprehensible manner and the teacher becomes the follower of directions given by the student.

The basic principles are:

1. Listening comprehension precedes speaking ability (i.e. speaking with understanding, not just "parroting").
2. A physical response reinforces learning, physical involvement promotes memory.
3. Three is the ideal number of new items to introduce—2 items not being enough for discrimination, more than 3 is too many.
4. Command forms of the verb should be introduced first to eliminate the confusion of person and tense variations.
5. Infinite repetition is not necessary. If a student doesn't learn in a few trials, drop it and try again at a later time.

The sequence of introducing a new item is:

1. Tutor says command and demonstrates action while students observe.
2. Tutor gives command, teacher and students act.
3. Tutor gives command, students act.

The objective is:

1. Exchanging roles, student gives command, tutor acts.

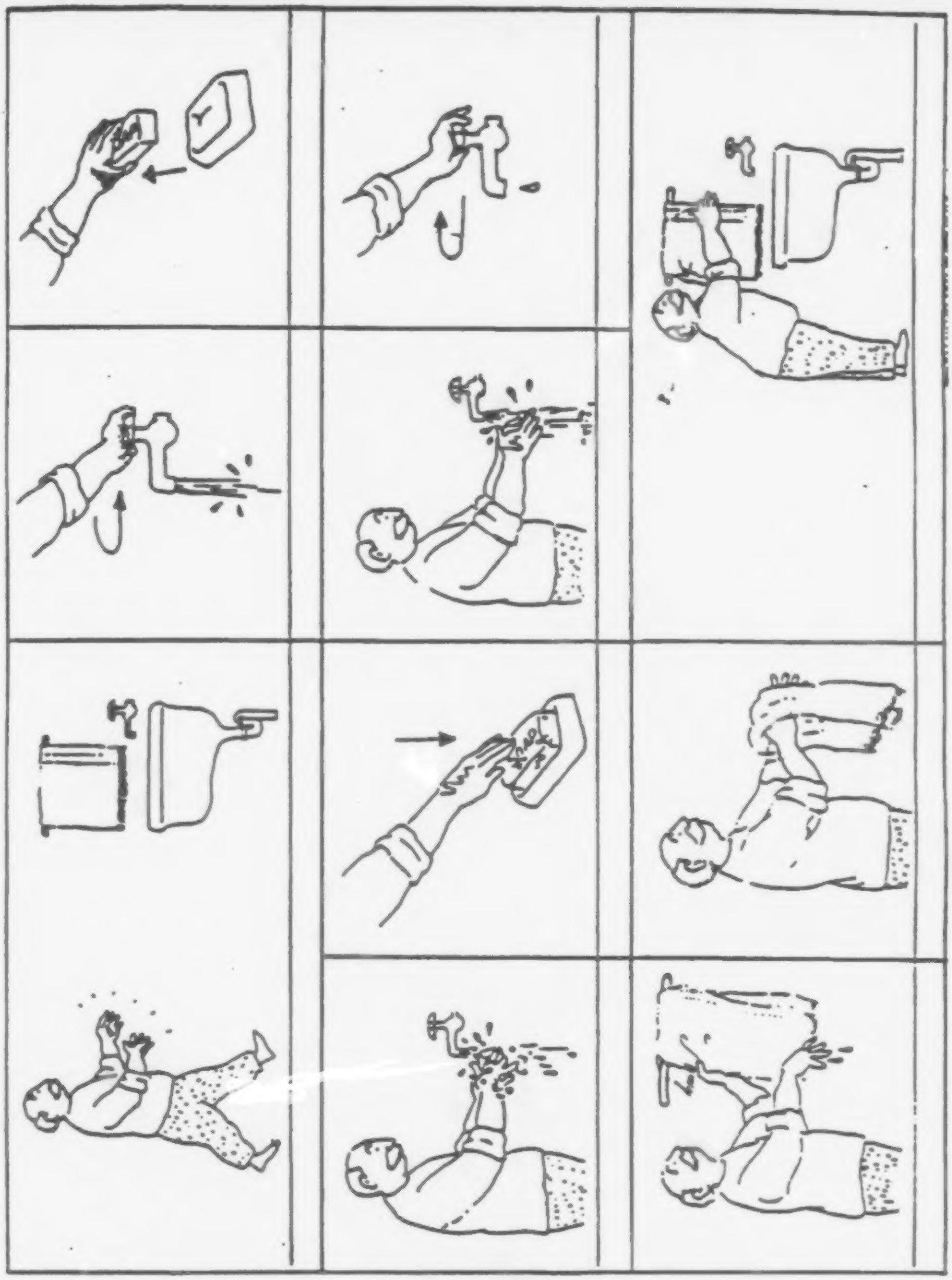
TOTAL PHYSICAL RESPONSE - TPR Continued

TPR is an easy method to use. Here are some points to remember:

1. First, decide on a focus you want to work on (i.e. an activity from life at home, a school activity, a work-related activity, etc.).
2. Gather in advance any props or visuals you'll need.
3. Be sure you have your student's full attention. Remember that TPR is primarily a listening activity.
4. Demonstrate as you utter the command before you can expect an appropriate response.
5. Continually review and integrate material you have used in previous sessions.
6. For lower level students, keep the commands simple and short. For higher level students, commands can become more complex and require more actions.
7. Keep the pace moving. Watch the student closely. If he/she becomes confused, demonstrate again as you speak.
8. Keep it light and be sure that everyone involved is having a good time.

Overhead 5.1 - VOCABULARY DEVELOPMENT

WASHING YOUR HANDS



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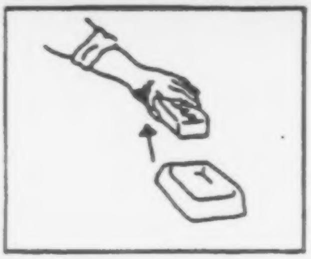
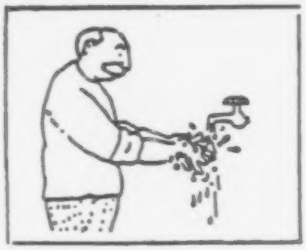
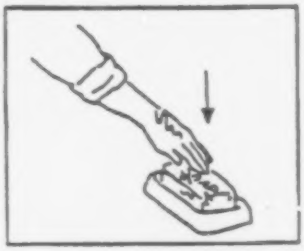
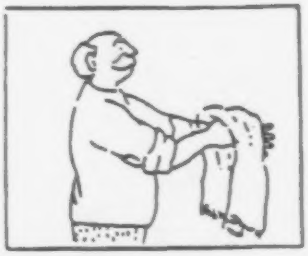
Overhead 5.2 - VOCABULARY DEVELOPMENT

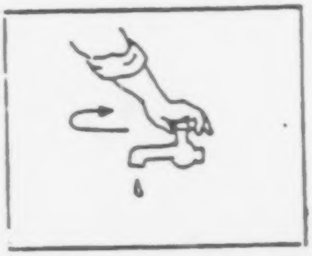
INDIVIDUAL PICTURES











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PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write-out your thoughts paper is provided.

Session #5:
English as a Second Language
CONVERSATION SKILLS
Trainer's Instructions

Session #5;

English as a Second Language

CONVERSATION SKILLS

Trainer's Presentation

OUTLINE OF MODULE

TITLE

CONVERSATION SKILLS

GOAL

To provide tutors with techniques for conversation development and management.

OBJECTIVE #1

Tutors will practice effective questioning techniques for development of conversation.

MATERIALS

1. Handout 5.1: Hierarchy *of Questions*
2. Overhead 5.1: *Riding on the Bus*
3. Handout 5.2, 5.2A and 5.2B: *"Freire" Discussion Technique*

TIME

30 minutes

OBJECTIVE #2

Tutors will review information on aspects of conversation management.

MATERIALS

1. Handout 5.3: *Tips for Talking with ESL Students*
2. Handout 5.4: *Visual Aids And Activities For Conversation*

TIME:

10 minutes

Continued...

CONVERSATION SKILLS MODULE

OBJECTIVE #1

Tutors will practice effective questioning techniques for development of conversation.

1. **DO:** Ask a volunteer to take part in a demonstration with you. Go through the questioning hierarchy and Handout 5.1. Say to the volunteer, "Do you like tacos?", etc.
2. **SAY:** "I just demonstrated a hierarchy of questions. What was the first question I asked? And what was the response? What did I ask second? And what was the response? What was next?"
3. **DISCUSS:** Continue to elicit the questions and the answers.
4. **DO:** Write on the blackboard:
   - yes/no
   - either/or
   - what/who/where/when/how
   - why
5. **DISTRIBUTE** Handout 5.1: *Hierarchy of Questions*
6. **SAY:** "The first level of questions requires the student to give only a yes or no answer.

   "The second level of questions requires a choice of one of the two answers already stated.

   "The third level of questions are called content questions. They require the student to produce language which may not have been stated by the questioner. The students answer calls for the questions based on previous education or experience.

   "The last level of questions calls for the student to do analysis and express an opinion.

   "This hierarchy is one of increasing difficulty. It may be used in describing a picture, in talking about an event, or in beginning conversation on any topic."

Continued...

CONVERSATION SKILLS MODULE Continued

7. **SAY:** "The hierarchy of questions we just reviewed only scratches the surface of what real conversation is all about. While it is important to establish a common ground in terms of the topic to be discussed, real conversation goes far beyond the content information we're eliciting with the hierarchy of questions. In the work of Paulo Freire, a Brazilian educator, we can see a higher level sequence of questions and then we'll look more closely at the sequence."

8. **PRESENT:** Overhead 5.2: *Riding on the Bus*

9. **DISCUSS:** Follow the questioning sequence on Handout 5.2: *"Freire" Discussion Techniques.* After you have finished the discussion based on the questions, give the tutors the handout.

10. **SAY:** "Here are the questions I used to lead the discussion we just had based on the picture which you see on the handout.

    "Handout 5.2, 5.2A and 5.2B contains categories of questions with an explanation of each category. You can see that we start with the content questions. The student must have enough fluency in English to be able to identify the content of the picture or situation. The goal of this technique is to get students to analyze their experiences with a view toward solving real problems. This sequence of questioning can be used very effectively in discussing real problems which the student may present to you or which you may observe in the course of your work with the student"

11. **DO:** Place pictures on a table, or refer to pictures you posted around the room prior to the session.

12. **SAY:** "Here are several pictures which show an issue, a problem, or a situation in which people may find themselves. The picture shows context, that is, the picture alone tells the story.

    "In groups of three choose a picture and then develop a sequence of questions which follow the sequence in Handout 5.2B."

13. **DO:** Circulate while the tutors take about 5 minutes to perform this task and give positive feedback wherever possible to reinforce the proper use of the technique.

Continued...

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

CONVERSATION SKILLS MODULE Continued

14. **DISCUSS:** Have groups share their results unless you are pressed for time (in which case, ask one group to volunteer).

OBJECTIVE #2

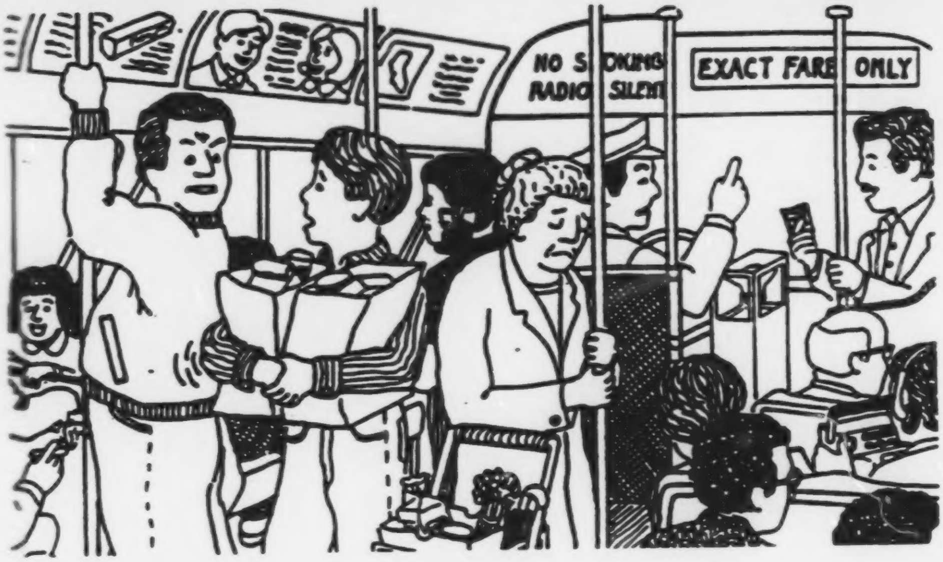
Tutors will review information on aspects of conversation management.

1. **SAY:** "When you are talking with an ESL student, what considerations do you think should be made? What should you keep in mind?"
2. **DISCUSS:** List responses on flip chart.
3. **DISTRIBUTE** Handout 5.3: *Tips for Talking With ESL Students*
4. **DISCUSS:** Review the handout
5. **DISTRIBUTE:** Handout 5.4A: *Visual Aids and Activites for Conversation*
6. **SAY:** "Look at the next handout. These are some visual aids and activities you can use as conversation starters."

Session #5:
English as a Second Language
CONVERSATION SKILLS
Handouts/Overheads

Overhead 5.1 - CONVERSATION SKILLS

RIDING ON THE BUS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Handout 5.1 - CONVERSATION SKILLS

HIERARCHY OF QUESTIONS - From Easiest to Most Difficult

1. Do you like tacos? (yes/no)

2. Do you like tacos or enchiladas better? (Choice: either/or)

3. Where can you get a good taco? (Wh-question)

What is in a taco?

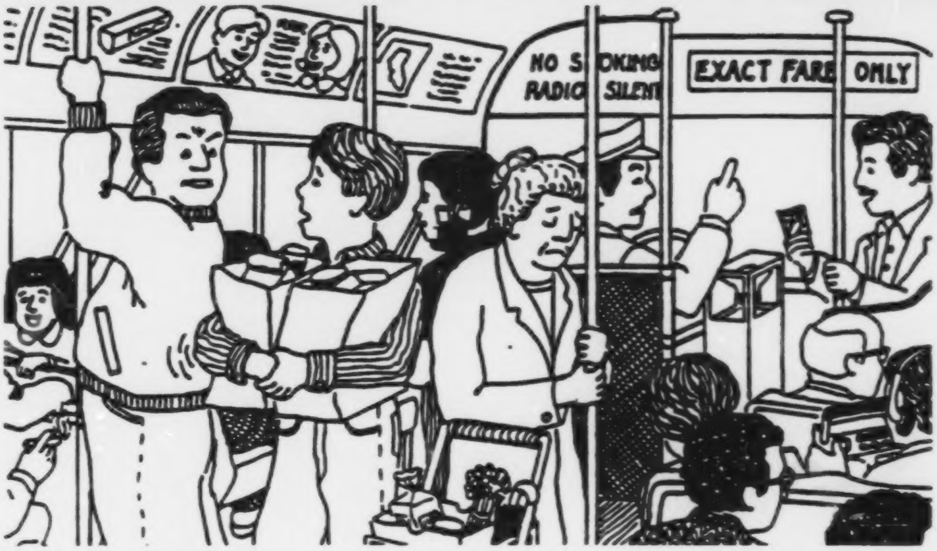
How much does a taco cost?

4. Why do you think tacos are so popular in America? (Why-question)

Do try to get learners to reach the "why" question,
but be prepared to answer yourself.

Handout 5.2 - CONVERSATION SKILLS

"FREIRE" DISCUSSION TECHNIQUE



CONTENT

Where are these people?

Who are they?

What are they doing?

What is happening in the picture?

What time is it?

FEELING QUESTIONS

How does the old lady feel? Why?

How does the man carrying groceries feel? Why?

How does the bus driver feel? Why?

How does the man getting elbowed feel? Why?

RELATE TO PERSONAL EXPERIENCES

Have you ever ridden a bus? Where? What happened?

Did you carry your groceries on the bus?

Has anyone ever bumped into you on the bus? What happened?

Handout 5.2A - CONVERSATION SKILLS

"FREIRE" DISCUSSION TECHNIQUE Continued

LARGER PERSPECITVE. GLOBAL/SOCIETAL

Why do people take the bus?

Why are buses crowded?

Who rides the bus? Why?

What other means of transportation are there?

SOLUTIONS

What can be done to relieve overcrowding on the bus?

How can we meet the transportation needs of elderly and handicapped people?

How can our transportation system be improved?

Handout 5.2B - CONVERSATION SKILLS

"FREIRE" DISCUSSION TECHNIQUE PART TWO

THE QUESTIONING SEQUENCE:

1. **Content questions**:

Students describe the content of the visual, dialogue, video, poem, etc.

2. **Feeling questions**:

Students describe the feelings of the characters and in doing so define the issue or the problem.

3. **Relating the situation to the student's situation**:

Discuss with your student whether he's had a similar experience.

4. **Describing how the personal experiences fit into a larger perspective**:

The student's past experiences, in other cities, programs, in their country, in the refugee camps, etc.

The social and cultural reasons of an issue—viewing the issue on a larger scale

The causes of this situation.

Who gains from this situation? Who loses? Who makes the decisions? Who/how started it this way?

5. **Pursuing varied, possible solutions to the problem, elicited from the students**:

What can people with this problem do?

How can the situation be improved?

What changes in the system might improve the situation? How can we affect these?

What are the consequences of the different solutions?

Handout 5.3 - CONVERSATION SKILLS

TIPS FOR TALKING WITH ESL STUDENTS

DON'T FOCUS ON THE LANGUAGE
Instead focus on the meaning of what is being said. If communication is your goal, have activities planned that get your student talking about something that is important to her/him.

ANYTHING THAT HELPS COMMUNICATION "GOES"
Pictures, games, field trips, food...this is your chance to be creative.

DON'T WORRY ABOUT ERRORS
Focus on communicating—not error-free speech

LAUGH A LOT!!
Humor eases a tense situation and makes language learning much more fun.

TRY TO BE QUIET. WAIT AT LEAST 5 SECONDS AFTER ASKING A QUESTION.
This is tough because in our culture we are uncomfortable with silence. Don't do all the talking.

TEACH YOUR STUDENT TO ASK QUESTIONS
Let the student control the conversation

DON'T SPEAK MORE LOUDLY
Try to speak more distinctly and slowly.

TRY REPHRASING
If a student doesn't seem to understand, rephrase and repeat.

ASK STUDENTS WHAT THEY HAVE UNDERSTOOD
Use what was understood as a base for rephrasing what was not understood.

DON'T BE AFRAID TO TELL STUDENTS YOU DON'T UNDERSTAND
Tell what you have understood and where you got lost. Ask clarification questions.

GO FROM KNOWN TO UNKNOWN. SIMPLE TO COMPLEX

FOCUS ON INTERESTS THE STUDENT HAS
Students are encouraged when you take an interest in their country and culture. Cultural comparisons are fascinating and instructional.

Handout 5.4 - CONVERSATION SKILLS

VISUAL AIDS AND ACTIVITIES FOR CONVERSATION

SELECTION OF VISUAL AIDS

1. Pictures
- Look for photographic quality, color, and good size
- Look for pictures which show people in a variety of circumstances
- Look for pictures that tell a story—the answers to questions WHO, WHAT, WHEN, WHERE, HOW should be obvious in the picture.

2. Photographs
- Look for good quality, color, good size, people and a story.

3. Newspaper Articles
- Look for illustrations such as photos, graphs, charts, etc. which accompany articles or tell a story by themselves.

4. Maps
- Look for the maps of the world, the U.S., Oregon, your community and your student's country. Maps are best in color and of good size.

5. Cartoons
- Look for quality of image, color, and size. Most important is to avoid racist, sexist stereotypes often found in cartoons. Also avoid idiomatic expressions unless you are teaching idioms.

6. Children's Books
- Look for classic stories with high quality pictures.

WHERE TO FIND VISUAL AIDS

1. Magazines
- National Geographic, Life, Refugees, etc. Look at second hand stores, ask friends, go to the library

2. Newspapers
- USA Today has good graphics

3. Photographs
- Your own, your student's photos

4. Cartoons
- Newspapers, cartoon books, magazines

5. Children's Books
- Your children, your friend's children, library

Handout 5.4A - CONVERSATION SKILLS

VISUAL AIDS AND ACTIVITIES FOR CONVERSATION

ACTIVITIES WHICH PROMOTE COMMUNICATION

1. **Games**
   - Card Games - Teach American games like "Old Maid", "Gin Rummy" or "Cribbage". Have your student teach you a card game
   - Bingo - Make up bingo game with different vocabulary, draw a grid on paper for the game
   - Simon Says - Give students instructions (i.e. "Touch your toes") and when student responds correctly comprehension is ensured. Reverse roles.
   - Password, Scrabble, Backgammon, Pictionary
2. **Guided Imagery**
   - You lead the imagery, which can be as simple or difficult as your student can handle. After imaging, both of you can draw a picture of what you visioned and talk about it.
3. **Field Trips**
   - Take your student to the library, museums, downtown, grocery store, hardware store, pet shop, zoo, concert, gardens, etc.
4. **Sorting**
   - Give your student objects or pictures of objects which they must sort into categories. Talk about the categories and how they were selected.
5. **Box of Stuff**
   - Bring a box of everyday or culturally interesting items. Student selects item and must describe it or talk about it for one minute or make 3 to 5 sentences about the object chosen. Someone describes an object and the other person has to pick it up based on the description. Have students bring object box.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #5:
English as a Second Language
PRONUNCIATION
Trainer's Instructions

EXPLANATION OF TERMS FOR THE TRAINER

/ /	slash marks around a letter represent the individual sound
ĕ	above a vowel represents a short vowel sound
ē	above a vowel represent a long vowel sound

Tense vowel - when the vowel sound is made, the mouth becomes tense (ex. e as in week)

Relaxed vowel - when the vowel sound is made, the mouth is relaxed and barely moves (a as in what)

Minimal pair - two words which have only one sound difference between them
- examples: bit/bat - difference is in vowel sound
  hat/fat - difference is in beginning consonant sound
  sit/sip - difference is in ending consonant sound

Stress - the degree of loudness that a syllable within a multi-syllable word has or that a word within a phrase or sentence has. Stress is usually indicated by ´ above the vowel in a stress syllable (ex. togéther)

OUTLINE OF MODULE

TITLE

PRONUNCIATION

GOAL

To train tutors to improve the pronunciation of ESL students so that the ESL students become more intelligible and are able to monitor their own pronunciation.

OBJECTIVE #1

Tutors will be introduced to pronunciation.

TIME

10 minutes

OBJECTIVE #2

Tutors will identify strategies to help students improve their pronunciation based on specific problems the student has with individual sounds.

MATERIALS

1.Handout 5.1 and 5.1A: *Minimal Pair Exercises*

TIME:

35 minutes

Continued...

Session #5:
English as a Second Language
PRONUNCIATION
Trainer's Presentation

PRONUNCIATION MODULE

INTRODUCTION TO PRONUNCIATION

☞ 1. **SAY:** "Why do pronunciation errors occur?

"First of all, many second language learners don't realize that letters are pronounced differently in different languages. The letter b in English, for example, is pronounced differently from the letter b in Spanish. In Spanish, it is more of a / v / sound.

"Also, English spelling patterns are not phonetic. That is, there is not a one-to-one correspondence between letters and sounds. The letter o, for example, is pronounced differently in "on", "open", "do", and "oven". This can be very confusing for someone learning English."

"Sometimes a sound will be present in English and not in the student's first language. The short i sound / ĭ /, is not present in Spanish.

"Sometimes a sound in English is close to a sound in the student's first language, but not exactly the same. In English, when we say the / t / sound, we release it with a puff of air. Let me show you how that happens. Everyone, put your hand up in front of your mouth and say tea."

2. **DEMONSTRATE** putting your hand in front of your mouth and saying the word, tea. At the same time, watch that the tutors also do the motion.

☞ 3. **SAY:** "Did you feel the puff of air?"

4. **DISCUSS:** The tutors should nod or say yes.

☞ 5. **SAY:** "In Spanish, a puff of air is not released. The word "te", which is tea in Spanish, is said without the air. It almost sounds like a d. So, this can cause pronunciation problems.

"Sometimes, two sounds in English may be like one sound in the first language. In Japanese, the sound for the letter r is close to the / l / and / r / in English. Japanese speakers will tend to say either the / l / or the / r / sound. This results in "flied lice" for "fried rice".

"These are some of the problems your students may have. Now we're going to work on some strategies to help you improve your student's pronunciation."

6. **DO:** Write on the blackboard: "Listening before Speaking" (you may want to pre-write this on the flip chart).

Continued...

PRONUNCIATION MODULE Continued

☞ 7. **SAY:** "As in other areas of teaching ESL, it is important to give the student listening practice before speaking the words. This is especially important with pronunciation. You have to hear the sounds before you can say them. So, each pronunciation lesson should be sequenced so that listening comes before speaking."

8. **DO:** Write on the blackboard: "Motivation"

☞ 9. **SAY:** "Students have to be motivated to change their pronunciation. It is a very difficult process, both physically and mentally. Muscle control is involved, so your mouth gets very tired. Also, the whole idea of cultural self-image is involved. Some language learners think that if they sound more American, then they will lose their own culture."

10. **DO:** Write on the blackboard: "Strive for Understandability"

☞ 11. **SAY:** "Students will probably never achieve native-like pronunciation. This is not your goal. Instead, strive for them to be understood clearly by others."

12. **DO:** Write on the blackboard: "Rapport"

☞ 13. **SAY:** "Tutoring can be very effective in pronunciation improvement because you can build a relationship with your student. A student will not be afraid to take risks if he/she has confidence in you. What would be very stressful in front of an entire class will not be so with a tutor."

OBJECTIVE #1

Tutors will learn strategies to help students improve their pronunciation based on specific problems the student has with individual sounds.

1. **NEW IDEA:** What follows is a very useful new idea. Be sure the tutors are all with you before you present it.

☞ 2. **SAY:** "I'm going to introduce you to the concept of minimal pairs. A minimal pair is a pair of words which differ from one another in only one sound. For example, the words "pan" and "fan" are a minimal pair."

3. **DO:** Write the following on the flip chart.

/p/	/f/
pan	fan

Continued...

PRONUNCIATION MODULE Continued

4. **SAY:** "We can add more words to this list."

5. **DO:** Write the words "pair, fair, pour, for, cut and cuff" on the flip chart under the correct letters. Your list should now look like this:

/ p /	/ f /
pan	fan
pair	fair
pour	for
cup	cuff

6. **SAY:** "These words are the same except for the sounds / p / and / f /. Notice that I put the sound of the letter in slash marks. This is to show that these are sounds, not names of letters. These are minimal pairs that differ by consonants." You will also have minimal pairs that differ by vowels.

7. **DO:** Write on the flip chart:

List 1	List 2
/ ĭ /	/ ē /
bit	beat

Start the list with a minimal pair then have the tutors give you some examples and you add them to the list (3 or 4 at most).

8. **DISTRIBUTE** Handout 5.1: Minimal *Pair Exercises*

9. **SAY:** "I want you to work with your partner and add more words to these lists. Under Part 1 on your handout, add those words from our list that are not present."

10. **DO:** Circulate around and facilitate the pair work. Let tutors work for 2 or 3 minutes.

11. **SAY:** "Now, share some of the words that you came up with and I'll add them to our list on the flip chart."

12. **DO:** Call on pairs to give you two or three pairs of words. Check for accuracy and then write those words on the flip chart. Ask if anyone has a different pair to add to the list.

13. **SAY:** "Now that you have your list generated, I'm going to show you how to teach a pronunciation lesson that is geared toward these sounds.

"Remember, listening comes before speaking. Students have to hear the difference before they can say the difference. The sequence that I'm going to show you is listed on Handout 5.1, Part 1. First, you pronounce all of the words in List 1."

Continued...

PRONUNCIATION MODULE Continued

14. **SAY:** Then you pronounce all the words in list two.

☞ 15. **SAY:** "Next, you contrast the words. Say a word from either List 1 or List 2 and then say its minimal pair."

16. **DO:** Say a List 1 word, then its List 2 counterpart. Then say a List 2 word, and its List 1 counterpart. For example, say "bit - beat", then say "peak - pick". Go through about 6 pairs.

☞ 17. **SAY:** "The next step is for the student to tell you what sound a word contains. You say a word and the student holds up one finger for sound #1 and two fingers for sound #2. Now, let's practice that right now. I'll say a word and you hold up one or two fingers."

☞ 18. **DO:** Say words from List 1 and List 2. The tutors will hold up the appropriate fingers. If they are having problems, review the instructions or give whatever other help is necessary for them to understand the concept.

19. **SAY:** "Good job!! Now, the next step is a little more difficult. I'm going to say two words. If they are the same, like "bit" and "bit", put your thumb up."

20. **DEMONSTRATE** by holding your thumb up.

☞ 21. **SAY:** "If the words are different, like "pick" and "peak", put your thumb down."

22. **DEMONSTRATE** again by putting your thumb down.

☞ 23. **SAY:** "Now let's practice. I'm the tutor and you're the student. Continue saying words from the list: "pick - pick", "seek - sick"."

24. **OBSERVE** the responses the tutors give with their thumb signals. This should be a lively activity accompanied by laughter.

☞ 25. **SAY:** "Did you notice how hard it was to coordinate your hands with what you heard?"

26. **DISCUSS:** Tutors will nod or say yes.

☞ 27. **SAY:** "This is a way to integrate the right and left brain. If the student has to do a physical action, it will reinforce the learning that is going on in the brain.

"The last activity in listening practice is even more difficult. Notice how I sequenced activities from easy to more difficult? I'm going to say three words. One of the words is different from the other two. You tell me, with fingers if number one, two, or three is different from the others. For example, if I say "pick, pick, peak", you will hold up three fingers. Ready? "Bit - beat - bit"."

Continued...

PRONUNCIATION MODULE Continued

28. **DO:** Tutors should hold up two fingers.

29. **SAY:** "Leap - lip - lip."

30. **DO:** Tutors should hold up one finger. Continue on for two or three more groups of words. Check for accuracy with the tutors. If some are having trouble, explain the directions again.

31. **SAY:** "Now, I'm going to give you a little practice with this exercise. You will be working with your partner again. One will take the role of tutor and the other will take the role of student. Practice exercises 5, 6, and 7. Then, when I tell you, switch roles."

32. **OBSERVE:** Circulate, observe and facilitate this process. Some tutors will need assistance. Give them about 5 minutes or until most have finished exercise 7.

33. **SAY:** "O.K. Now, let's switch roles. The tutor becomes the student and the student becomes the tutor."

34. **OBSERVE:** Circulate and observe again, facilitating as necessary. Give them 5 minutes or until they've mastered these exercises.

35. **SAY:** "Well done!!

36. **DO:** Allow for questions, answers and discussion as necessary.

37. **SAY:** "Now that your student has mastered the listening portion of the exercise, you can move to Part 2, the speaking portion (Handout 5.1A). Make sure that they can hear the differences before you move on to this next step.

    "First, have the student repeat the words after you. Go through List 1 and then List 2 of our minimal pairs on Handout 5.1. The student should repeat each word after you do.

    "Next, contrast the words. Say a List 1 word, have the student repeat it, then a List 2 word.

    "What are the differences in your mouth when you say these words; "sit, seat, lip, leap, pick, peak"?

Continued...

PRONUNCIATION MODULE Continued

38. **DISCUSS:** Responses may vary but should include:
    - #2 words are more tense
    - #2 words are said with a smile
    - #1 words are relaxed
    - #1 words your jaw is lower

☞ 39. **SAY:** "The main difference in your mouth is that the / ē / is a tense vowel, while the / ĭ / is a relaxed vowel. At this point, you should discuss this with your student. I like to use a rubber band to illustrate the difference."

40. **DO:** Use your rubber band. Pull it tight for / ē / words and don't pull it for / ĭ / words. Repeat some of the words on each list in contrast, using the rubber band to illustrate.

☞ 41. **SAY:** "The next exercise is a little more difficult. The tutor says a List 1 word and the student says the opposite word from List 2. If I say "beat", you will say "bit".

"How about "leap"?"

42. **DISCUSS:** Tutors should respond with "lip". If they don't, then point to "beat", then to "bit" on the blackboard.

☞ 43. **SAY:** "Sin"

44. **DISCUSS:** Tutors should say "seen".

☞ 45. **SAY:** "At this point, you can give your student practice being the teacher. Have them do the exercises in 5 and 6. This time, you have to give the opposite word or tell if the words are the same or different. Now you're moving away from repetition exercises into free speech.

"The next step is to have the student repeat longer portions of speech that have these sounds in them.

"Please eat it", "It's in my hip". Then the student reads these portions of speech without repeating."

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5:
English as a Second Language
PRONUNCIATION
Handouts/Overheads

Handout 5.1 - PRONUNCIATION

MINIMAL PAIR EXERCISES—PART I

PART I

LISTENING

1. Make a list of words which differ by one sound.

List 1	List 2
/ĭ/	/ē/
bit	beat

Complete these lists with your own words.

2. Pronounce all the words in List 1.

3. Pronounce all the words in List 2.

4. Pronounce List 1 word, then List 2 word.
bit - beat
pick - peak
lip - leap

5. Tutor says a word, student tells what sound it is.

Tutor: bit	Student: hold up one finger
Tutor: peak	Student: hold up two fingers

6. Tutor says two words from the lists, student tells if they are the same or different—thumb up or thumb down.

Tutor: bit, bit	Student: thumb up
Tutor: pick, peak	Student thumb down

7. Tutor says three words, two of which are the same, student tells which word is different—1, 2, or 3.

Tutor: pick, pick, peak	Student: 3
Tutor: bit, beat, bit	Student: 2

Handout 5.1A - PRONUNCIATION

MINIMAL PAIR EXERCISES—PART II

PART II

SPEAKING

1. Tutor says all words from List 1, student repeats words one-by-one. Tutor says all words from List 2, student repeats words one-by-one.

Tutor: bit	Student: bit
(rest of List 1	
Tutor: beat	Student: beat
(rest of List 2	

2. Tutor pronounces List 1 words and List 2 words in contrast.

Tutor: bit, beat	Student: bit, beat

3. Tutor and student discuss physical differences in the mouth.
/ ē / is a tense mouth and / ĭ / is a relaxed mouth.

4. Tutor says List 1 or List 2 word, student says word from opposite list.

Tutor: bit	Student: beat
Tutor: peak	Student: pick

5. Student takes role of tutor and repeats above exercises.

Student: bit	Tutor: beat
Student: peak	Tutor: pick

6. Student plays role of tutor as in exercises 6 and 7.

Student: bit, bit	Tutor: same (thumb up)
Student: peak, pick	Tutor: different (thumb down)
Student: bit, bit, beat	Tutor: 3
Student: leap, lip, leap	Tutor: 2

7. Tutor says longer portions of speech, student repeats.

Tutor: Please eat it.	Student: Please eat it.
Tutor: It's in my hip.	Student: It's in my hip.

8. Student reads longer portions of speech without prompt from the tutor.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #5:
English as a Second Language
LANGUAGE EXPERIENCE
Trainer's Instructions

PLANNING THIS SESSION

The time required for this session will be approximately 45 minutes

MATERIALS

1. ESL Tutor Training Guide and accompanying handouts.
2. Handout 5.1: *The Language Experience Story*
3. Handout 5.1A, 5.1B and 5.1C: *Ideas to get Experience Stories*
4. Handout 5.1D, 5.1E and 5.1F: *Language Experience Activities*

ACTION/SUMMARY

1. **PRESENT** the trainer's guide as written.

Session #5:
English as a Second Language

LANGUAGE EXPERIENCE

Trainer's Presentation

TRAINER'S GUIDE

1. **EXPLAIN** Language Experience.

☞ 2. **SAY:** "You're going to enjoy the next session. I'm going to show you an instruction approach called Language Experience. All the techniques you've learned can be incorporated into this learning process. The beautiful part is, there are no text books or expensive materials required.

"During a Language Experience lesson, the student dictates a story, or sentences, for the tutor to write. Then the student reads back what she/he has already said. Because the vocabulary and concepts are the students', comprehension is assured.

"Language Experience stories can result from a shared tutor/student activity such as a walk or listening to music, from a student's personal experience or problem, a picture, movie, or anything the student is interested in. Therefore, the topics are not childish or boring."

3. **DISTRIBUTE** Handout 5.1 - 5.1E: *Language Experience Story*

☞ 4. **SAY:** "The handouts 5.1 through 5.1E give you all the instructions for the Language Experience approach.

"The first page of the handouts gives you the steps to follow when you illicit the story from your student. You can follow all of these steps or some of them, depending on your student's abilities. The rest of the handouts provide story ideas and different activities you can do with the story.

"Using these suggested activities and perhaps some of your own, you can incorporate the one story into several lesson plans.

"I want you to direct your attention to Handout 5.1B. This is a story idea you can use wit a very beginning ESL student. By using a picture you can ask preliminary questions which will help the student organize his/her thoughts and establish some vocabulary. Ask such questions as "Who is in the picture?" "Where are they?" "What are they doing?" Then have your student tell you a story about what he thinks is happening in the picture. This technique helps organize and formulate the story ideas so the resulting story is not full of mistakes.

5. **DO:** Have the tutors pair up.

Continued...

TRAINER'S GUIDE Continued

☞ 6. **SAY:** "Let's pair up, one taking the role of tutor, the other the student. Tutors, invite your student to dictate a story to you. Be sure to follow the instructions in item 2 on the first page of the handouts. What is that instruction? What does it mean? Students, you can use an Experience Story Idea from the handout 5.1A and 5.1B, or use one of your own, whichever you prefer.

"When you have your story written, choose one of the activities on handout 5.1C, 5.1D or 5.1E and apply it to the story."

7. **DISCUSS:** Share the resulting stories.

☞ 8. **SAY:** "We have time to share some of your stories and activity ideas. Will someone volunteer to be first?"

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5:
English as a Second Language

LANGUAGE EXPERIENCE

Handouts/Overheads

Handout 5.1 - LANGUAGE EXPERIENCE

THE LANGUAGE EXPERIENCE STORY*

EXERCISES FOR BEGINNING READERS

Use all of the following 10 steps with beginning readers. As the example handout illustrates, the story need not be long. Sometimes the language experience will only be one or two sentences long. Do this:

1. Invite student to tell a story or personal experience, or use one of the suggestions from Handout 5.1A: *Ideas for Experiences Stories.*
2. Tutor writes the story, word for word, as dictated.
3. Tutor reads the story, pointing to words.
4. Tutor and student, together, read the entire story, pointing to words.
5. Tutor and student read the first sentence together. Student then reads this sentence alone.
6. This process is repeated with each of the remaining sentences until the story is completed.
7. Tutor asks comprehension questions based on the story. Student reads that part of the story which answers each question.
8. Student reads the entire story alone, with help as needed.
9. Student copies story into notebook to take home, practice reading and writing.
10. Tutor keeps a copy for rewriting and making exercises.

*This handout is a slightly-edited version of *Language Experience: a Handbook for Volunteer Reading Tutors* by Anne Bonner, Marie Pinnie and Bob Preston.

Handout 5.1A - LANGUAGE EXPERIENCE

IDEAS FOR EXPERIENCE STORIES

USE DIRECTED QUESTIONS

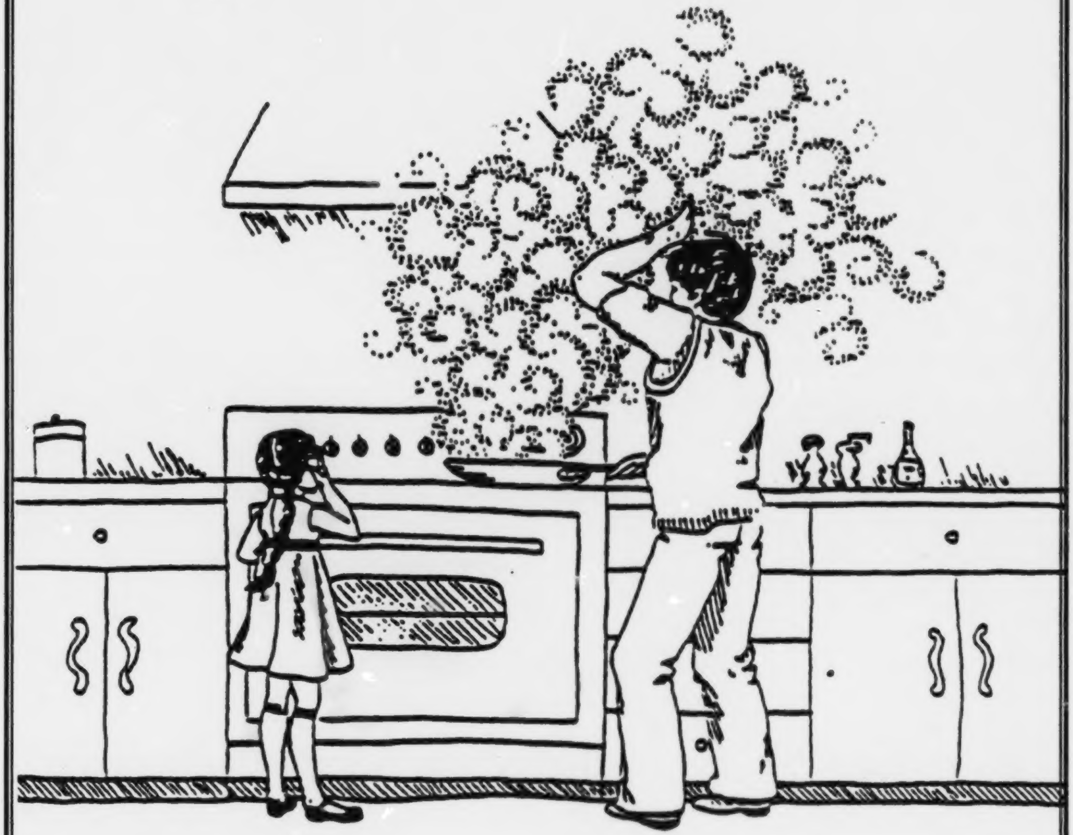
1. **Here are a few examples:**
    1. If you could have 3 wishes in life, what would they be? Why?
    2. What is your favorite hobby? Describe it.
    3. Explain the type of work you do. What parts of it do you like, and what parts do you dislike?
    4. What is the strangest thing that ever happened to you?
    5. Describe one of your funniest moments.
    6. What's the best thing/time that's happened in your life?
    7. What's the worst thing/time that's happened in your life?
    8. Write a story about your family/spouse/son/daughter.
    9. Have you ever made a mistake in life? Tell me about a memorable one.
    10. If there's anything you could change in your life, what would it be? Why?
    11. If you had an unlimited amount of time and money, where would you like to vacation?
    12. What do you like about the President's/Governor's recent performance?
    13. What's your favorite sports team?
    14. What was the best choice that you've made in the last 5 years?
2. **Take a picture from a magazine, newspaper, a poster, etc. and ask your student to tell a story about it.**
3. **For some students, you may want to use incomplete sentences as paragraph starters. Most directed questions from section one can be made into an incomplete sentence if your student is more comfortable that way. For example:**

"What's your favorite hobby?" can be reworded as "My favorite hobby is...."
"I like..." "I dislike..." "I fear..." "I admire..." "I believe..."
"I love..." "I want..." "I hate..." "I trust..." "I think..."

4. **Read a story that interests your student and, as you go along, ask him to summarize the story.** This technique is good in helping to strengthen comprehension. Use newspaper articles, magazines, or a book chosen by your student.
5. **Ask your student to retell a movie or TV plot that interests him. You can follow this up in another class by reading together from the newspaper or TV guide.**
6. **If your student enjoys music, ask him to dictate the words from one of his favorite songs. Copy the words and use it as an experience story.**

Handout 5.1B - LANGUAGE EXPERIENCE

IDEAS TO GET EXPERIENCE STORIES



Ask:
What's going to happen next?

Beal, Kathleen Kelly. SPEAKING OF PICTURES, Book I. Steck-Vaughn Co., Austin, Texas, 1981, p. 52.

Handout 5.1C - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

This is an example of a beginning reader's story:

BEFORE DANNY

Before Danny, I didn't wake up at 4 o'clock in the morning. We didn't have toys all over the place. We didn't worry about babysitters. We just went out any time we wanted.

The possibilities of using the story for teaching specific skills are nearly limitless. Don't try too many things at once with beginners, however. The following exercises focus on one reading skill at a time. Refer back to the BEFORE DANNY story for reference as you study the following suggested exercises.

1. Individual Words

a. Student selects words he wants to learn from the first sentence.

b. Words are put on cards.

Danny	morning
didn't	o'clock

c. Student matches cards to words in the story.

d. Tutor quizzes student on cards in isolation. Shuffle cards and review.

e. Student and tutor go back through the sentence, putting all words on cards.

f. Student constructs the sentence, using his word cards.

Repeat steps a through f with each sentence of the story. Although you may put every word on cards for sentence building—you do not have to drill every word to perfection. Review thoroughly only those words that: 1) the student chooses and 2) those the tutor chooses as important. It is better to review too few words than too many words.

— BE SENSITIVE TO THE STUDENT'S FRUSTRATION LEVEL —

2. Student and tutor look for words in the story that begin with the same sound.

Before—baby worry—wanted time—toys Danny—didn't

Students may have the beginning sound cards to match with words in the story.

w—went t—time

Handout 5.1D - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

3. Choose words from the story which can by rhymed. Make sure the word you start with is known in isolation.

wake	at	in	all	just	went
make	bat	bin	ball	bust	bent
bake	cat	sin	call	dust	dent
fake	mat	tin	fall	must	lent
cake	rat	win	gall	rust	rent
lake	fat	chin	hall	crust	sent
rake	hat		mall		tent

Clusters of sounds can be put on cards, along with beginning sounds, so students can "build" complete words.

b—ake p—at w—in

4. Look for words from the story which have endings.

babysitters—toys wanted—

Look for words in the story which could have endings.

mornings—places

5. For a follow-up lesson, tutors may want to write new sentences with the same vocabulary used in the original. Ask students to read.

a. Danny wakes up at 4 o'clock in the morning.

b. We have the baby sitter any time we want.

c. Danny's toys are all over the place.

d. Danny didn't worry about his toys.

3. We just didn't have any place for the toys.

6. Sentences from the story are rewritten, but words are left out.

a. We didn't have ______________ all over the place.

b. We just went out any time we ______________.

c. Before Danny, we didn't ______________ about babysitters.

d. I didn't ______________ up at 4 o'clock in the morning.

e. __________________ Danny, we just went out.

Handout 5.1E - LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE ACTIVITIES

7. Sentences in the story are mixed up. Students place sentences in correct sequence.

____ We didn't worry about babysitters.

____ We didn't have toys all over the place.

____ We just went out any time we wanted.

____ Before Danny, I didn't wake up at 4 o'clock in the morning.

PERSONAL REFLECTION

You are being allowed 90 seconds to just relax and think about what you learned in this session. For those of you who want to write out your thoughts paper is provided.

Session #5:

English As A Second Language

LESSON PLANNING

Trainer Instructions

TRAINING OBJECTIVES

INSTRUCTIONAL GOAL

Tutors will be able to design a lesson appropriate to the individual student's basic literacy, or Math literacy needs.

PARTICIPANT PERFORMANCE OBJECTIVES

Given a case study, a tutor will determine the individual client goals and skill needs and design a lesson to address those needs, using the strategies and materials presented in the workshop.

TRAINING CONTENT

KNOWLEDGE NEEDED

- Understanding of the specific strategies or techniques used in achieving mastery level in reading and writing, language acquisition, and computation.
- Familiarity with materials and techniques for assessment of client needs.
- Familiarity with materials and strategies appropriate for teaching adult clients in reading and writing, language acquisition, and computation.

SKILLS NEEDED

- Ability to select and use appropriate assessment and instructional materials successfully with client.
- Flexibility in adjusting materials and approaches to individual client needs.

ATTITUDES NEEDED

- Willingness to acknowledge that continued improvement is more important than technical perfection.
- Recognition that patience and flexibility in response to individual client needs are vital to progress.

Session #5:
English As A Second Language
LESSON PLANNING
Trainer Presentation

TRAINER'S GUIDE

ACTION SUMMARY

1. **DISTRIBUTE** Handout 5.1: *Tips for Good Teaching.*

2. **REVIEW** and discuss Handout 5.1. You might call on tutors by name and ask questions from the handout.

3. ☞ **SAY:** "Now it's time to take the materials, procedures and techniques we've learned in this workshop and see how to put them all together to accomplish our goal. We need to take all this information and formulate a lesson plan."

4. ☞ **SAY:** "What core materials have you been shown that you can use when tutoring a student?" (Be prepared to hold up different materials as reminders.)

5. **LIST** on flip chart some answers:

   - *Laubach Way to English*
   - Steck-Vaughn *Real Life English*

6. ☞ **SAY:** "What supplemental materials and procedures have we talked about that will compliment reinforce the core materials?" (Be prepared to hold up different materials as reminders.)

7. **LIST** on flip chart some answers

   - Experience Story
   - Flash Cards
   - Workbooks - The Key
   - Pictures

8. ☞ **SAY:** "Give me techniques that will help you get information, do assessments and help your student's understanding." (Tape the newsprint on the wall so they can be used as reference.) • TPR • Minimal Pairs • Gestures • Questioning Techniques

9. **DISTRIBUTE** Handout 5.2: *Lesson Time Frame.*

10. **DISCUSS** Handout 5.2, go through step-by-step. Impress on the tutors this is not carved in stone but an example only.

11. ☞ **SAY:** "I've given you a time frame (Handout 5.2) and on the flip chart we've listed the materials, procedures and techniques that you've learned. Now I want you to divide into four groups, and using this information, discuss a lesson plan.

    "There are four case histories in your handouts. I want group #1 to take case history #1, Francisco G., study it and determine from the information that you've been given, what his goals might be. Then devise a lesson plan with those goals in mind. Group #2 do the same with case study #2, etc., etc.

Continued

TRAINER'S GUIDE Continued

"Remember the time frame is for reference only. Your lesson length will depend on circumstances such as your student's attention span, is it one-on-one or in a class room and your available time."

12. **DISTRIBUTE** a sheet of newsprint to each group.

☞ 13. **SAY:** "Please record your finished lesson plan on the newsprint so we can share and learn from each other."

14. **DO:** Have a steno pad made up with a mock lesson plan showing areas which need review.

☞ 15. **SAY:** "There are many different ways you can record the lesson plan. You can buy lesson plan books, use ready-made charts such as Handout 5.7 or a simple way is to use a steno pad. The red line in the middle of the page serves as a divider between your lesson plan and the areas in which your student needs review and reinforcement."

Continued...

PERSONAL REFLECTION

After a training segment or a series of segments, ask the participants to sit quietly and think about what has happened in the workshop up to this point, or what has occurred since the previous reflection period. Allow them 90 seconds to just relax and think. Tell them this is their time. They will not be required to share their thoughts with anyone.

This reflection allows the participants to sit back and assimilate new material, formulate questions, or check in on their own feelings about the workshop.

It gives them time to "file away" batches of new information. In a long, multi-session training, participants begin to welcome these brief periods to help them order their thoughts and prepare for the next block of material.

The last handout, *"Personal Reflections"*, is for this purpose.

Session #5;

English as a Second Language

LESSON PLANNING

Handouts/Overheads

Handout 5.1 -LESSON PLANNING

TIPS FOR GOOD TEACHING

1. **How should I speak to my student?**
   Use short, simple sentences. Speak slowly, but in your normal, natural style.
2. **What gestures should I use?**
   Gestures are silent language; a smile, a frown, a nod. They're useful for helping students speak without always repeating for them. Let the student do the talking, you're just orchestrating.
3. **How should I correct errors?**
   Find a balance between correcting everything versus uninterrupted conversation. Sometimes repeating the correct response is enough. You may develop a cue to help students monitor their own responses. For example, a student who drops endings could have a card held up with the appropriate ending as a reminder. Don't let understandable, but incorrect responses go uncorrected. For example, "I no walk." These can become bad habits. Jot down frequent errors and use to develop activities for later practice.
4. **How fast should I go?**
   Find a balance between "whizzing" through a lesson and a boring, dragging pace. If your student can't keep up, then slow down. Going too fast is a common problem. Vary your pace during the lesson. Change activities every 10 or 15 minutes. The type of activity can set the pace.
5. **Check for comprehension.**
   Don't ask "Do you understand?" Provide ways for your student to demonstrate understanding. For instance, using pictures to point to.
6. **Miscellaneous tips.**
   - With low level students use manuscript, not cursive, except for signatures
   - Provide lots of practice opportunities
   - Give students plenty of time to respond
7. **Group teaching tips.**
   - Don't assume all understand if one or two do. Move around among the students
   - Teach to the middle level students, not the slowest or the fastest.
   - Vary activities between individual and group
   - Be firm, but gentle in maintaining control of the group

Handout 5.2 -LESSON PLANNING

LESSON TIME FRAME

FREE CONVERSATION - 5 minutes

This is a friendly way for everyone to ease into the session.

REVIEW - 10 minutes

Briefly review those areas you noted in the previous lesson that your student had difficulty with.

CORE MATERIAL

Laubach Way to English or Steck-Vaughn Real Life English

Conversation Skills
Dialog - 10 minutes
Vocabulary - 10 minutes
Structure - 10 minutes
Pronunciation - 10 minutes

Reading and Writing - 15 minutes

SURVIVAL ENGLISH - 10 minutes

FINAL FREE CONVERSATION - 5 minutes

Incorporate techniques you learned in the workshop into your lesson structure. Such as TPR and Experience Story—use them to replace certain elements if that works better for your student.

Handout 5.3 -LESSON PLANNING

EVALUATION TOOL

CASE HISTORY 1 -Magdalena

Maggie is from Romania. She came here as a refugee two years ago. Since that time she has not studied English because she has two children, ages 2 and 4, to take care of at home. She graduated from college in Romania and was a science teacher before leaving. She studied English in school and is able to read and write English well but is very self-conscious when it comes to speaking. She doesn't understand the American slang she hears when she goes shopping and has no American friends.

Adapted from: I Speak English, Literacy Volunteers of America, 1986.

Handout 5.4 -LESSON PLANNING

EVALUATION TOOL

CASE HISTORY 2 - Muy N.

Muy is a Vietnamese woman, 30 years old, who has been in the United States for three months. She has a five-year-old daughter and a six-year-old son, and is expecting another child in six months. Muy speaks fluent French and reads and writes in her own language. Her English is halting and difficult to understand because of her pronunciation difficulty and sparse vocabulary. She faces two problems in communication: her inability to converse with her children's teachers and her need to discuss her pregnancy with an English-speaking doctor..

Adapted from: I Speak English, Literacy Volunteers of America, 1986.

Handout 5.5 - LESSON PLANNING

EVALUATION TOOL

CASE HISTORY 3 - José

José has been in the U.S. for then years. He is a field worker and has legal immigrant status here. Coming from a poor family he did not have the opportunity to attend school in Mexico and is not literate in his native language. Spanish is spoken in his home. José does not use English at work but knows enough spoken English to perform basic survival tasks in the English-speaking community where he lives.

Adapted from: I Speak English, Literacy Volunteers of America, 1986.

Handout 5.6 -LESSON PLANNING

EVALUATION TOOL

CASE HISTORY 4 - Rosa Q.

Rosa is a 53 year-old widow from a village in Italy. She has recently been brought to the United States by her eldest son. Rosa is unable to read and write in her native language. She is most unhappy because she can converse only with her son. His American wife and children know only a few words of Italian.

Rosa feels displaced and misses the community life of the village, her neighbors, and her important position as the local mid-wife. She does not understand the customs and life style of her American family. Her son is often too busy to answer her questions. Crocheting and Sunday Mass (alas, in English, also!) are her only pleasures. She wants to speak and be understood; to ask questions and understand the answers.

Adapted from: I Speak English, Literacy Volunteers of America, 1986.

Handout 5.7 -LESSON PLANNING

LESSON PLAN FORMAT

STUDENT ______________________ TUTOR ______________________ DATE __________

OBJECTIVES	MATERIALS	PROCEDURES	EVALUATION